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ABSTRACT

These six self-contained home economics miniunits on personal development are part of a set of 21 designed to provide middle school/junior high boys and girls opportunities to explore several areas of study within a 6-, 9-, or 12-week period of instruction. Units are designed to be free of sex-role stereotyping and are identified as level I (suggested for grades 6-7) or level II (suggested for grades 8-9). The suggested time required for completion of a unit varies from 3 to 9 weeks, those incorporating laboratory experience requiring 6 to 9 weeks. Titles and levels of these six units are: (1) Grooming and You (level I); (2) Becoming a Person--A Lifelong Process (level I); (3) Making the Most of Your Resources (level I); (4) Understanding Yourself and Human Sexuality (level II); (5) Together: You and Your Family (level I); and (6) Learning to Care for Children (level I). Each unit is composed of: (1) an introductory page that includes a brief description of the focus of the unit, a statement of rationale and objectives, and suggested grade level and time for completion; (2) the body of the unit composed of conceptual content (statements which identify the concepts and generalizations relevant to the objectives) and the suggested learning approach, and (3) support material, which identifies by number and page the suggested materials to be used in pupil-teacher interaction (Some materials are included; some are to be secured from the source identified at the end of the unit). A brief synopsis of all 21 miniunits plus descriptions of the development and field testing of the units are included. (HD)

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MIDDLE SCHOOL - JUNIOR HIGH

CO-EDUCATIONAL

MINI UNITS IN HOME ECONOMICS

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FORWARD

Curriculum development is a continuous and unending activity. Responsible and concerned classroom teachers and other educators through their own initiative undertake activities directed toward the improvement of curriculum. In addition, from time to time changes occur in the societal context which provide special impetus for serious and considered attention to the questions of what ought young people to become and how can curriculum contribute to the development of valued capabilities.

In 1972, the Minnesota State Board of Education issued a policy statement indicating their commitment to the provision of equal educational opportunity for all. The Board recommended that sex role stereotyping and all practices which perpetuate sexual stereotyping in school programs be eliminated. The recommendation further indicated that appropriate action be undertaken to eliminate sex bias from curricular and instructional materials used in elementary and secondary schools. In 1974, a contractual agreement was initiated by the Division of Vocational-Technical Education of the Minnesota State Department of Education with the Department of Vocational-Technical Education and the Division of Home Economics Education of the University of Minnesota for the purpose of developing curricular materials in home economics which would provide equal educational opportunities for boys and girls at middle school/junior high school level.

Audrey Grote, Vocational Program Supervisor for Consumer Homemaking, served as the representative of the State Department of Education to the project. Dr. Roxana Ford, chairperson of the Division of Home Economics Education, University of Minnesota, was director of the project. Helen Henrie, instructor in home economics education, University of Minnesota, served as leader for the several developmental phases of the project. Twenty-four junior high school home economics teachers participated in the development, field trial and revision of the units. Additional junior high/middle school teachers participated in the field trial of the units.

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DEVELOPMENT OF CURRICULAR MATERIALS

Selection of Teacher Writers:

Middle school/junior high school home economics teachers throughout the state were surveyed in 1974 to determine their interest in and need for curricular materials in home economics which would be free of sex role stereotyping. A number of the respondents indicated that the home economics program in their school would be integrated during the 1975-76 school year. Furthermore, they expressed a need for curricular materials which would present tasks associated with home and family living as appropriate for females and males. Approximately 30 respondents indicated their interest in participating in the Home Economic curriculum development project at the middle school/junior high school level. From this group, twenty-four teachers were identified to participate in the development of materials and in the field trial of materials in co-educational classes.

Decision to Develop Mini Units:

Data gathered regarding the scheduling of classes in home economics at the middle school/junior high school level indicated that the semester length offering was most often used for required and elective courses in home economics. The second most frequently used scheduling was the year long course followed by trimester and quarter length offerings. This data appeared to reflect the practice of scheduling girls into home economics and boys into industrial education. With the introduction of co-educational classes it seemed reasonable to assume that new courses would be of shorter duration in order to accomodate larger numbers of students in the same facilities and time frame. Furthermore, shorter units of study seemed to be appropriately matched to the developmental interests of early adolescents. Therefore, it was decided to develop curricular materials which could be taught in relatively short periods of time; thus providing students with opportunities to explore several areas of study within a 6, 9, or 12 week period of instruction. The term mini unit was coined to describe the short self-contained curricular materials which would be designed to provide boys and girls learning opportunities in home economics.

Selection of Mini Units for Development:

Curriculum development involves the consideration of alternatives and the making of choices among those alternatives. As curriculum is planned the following questions arise:

- What changes in pupil behavior or capabilities ought to result from the experiences which comprise the curriculum?
- What knowledge, skills and attitudes are necessary for pupils to develop if the objectives of curriculum are to be accomplished?
- What approaches to learning will assist students in accomplishing the objectives of the curriculum?
- What means can be used to determine whether students have accomplished the objectives of curriculum?

Answers to these questions may be formulated in a variety of ways. For this project the teacher-writers from various locations in the state participated in a series of meetings at which time the following basis for curriculum development were examined: conceptions of the learner and the learning process, developmental characteristics of the early adolescent, current societal conditions and purposes of the field of home economics. As a result of this study the following point of

view regarding the purpose of instruction in home economics at the middle school/ junior high school level was developed.

It is assumed that individuals, both female and male, have the right to full self-development. Furthermore, the individual is viewed as possessing the potential for the development of a variety of capabilities. The individual is considered an active agent in directing her or his own development. Growth and development of capabilities, is believed to result when the individual interacts with the environment. As the individual interacts with the environment, he or she is capable of developing meaningful knowledge and of interrelating and organizing knowledge. The developing person is considered capable of complex behavior involving considering ideas simultaneously, ordering them and adapting them to meet new situations. This conception of the learner as self-directing, possessing the potential for continuous growth and development, and capable of exercising intelligence in coping with life circumstances appears to be consistent with a society which is dedicated to and dependent upon the development of free, rational, and responsible individuals.

Young people of middle school/junior high school age have reached or are approaching a stage of development which is characterized by search for individual identity, new levels of physical maturation, desire for group acceptance, and the development of intellectual abilities related to problem solving and value development. The emergence of these characteristics has implications for the development of curricular materials which will foster in students comprehension of physical and social environment in which they live. Furthermore, curricular materials which would be consistent with these capabilities would develop students' ability to make informed and reasoned decisions and to execute them effectively.

The desirability of assisting young people to develop these capabilities becomes more apparent in the context of societal conditions. Individuals in the currently complex and ever-changing society face life situations for which there are few, if any, satisfactory ready made solutions.

Among the areas of living in which individuals are required to seek solutions and assume personal decision making power are those which have as their focal points personal, home and family life. As individuals make personal decisions and interact with family members, other individuals, and groups, conditions are produced which affect the well-being of those involved. Furthermore, when individuals interact with objects and materials which are related to the home and perform tasks associated with home and family living, conditions are produced which affect the development of people. Simply stated, the decisions of individuals regarding what to do and what not to do in the realms of personal, home and family life result in conditions which may be beneficial to the development of human potential or may be detrimental to that development. With these ideas in mind it was judged that curricular materials in home economics at the middle school/ junior high school level would foster self-development and provide for equal educational opportunity if they provided opportunities for boys and girls to consider the roles they may assume as family members, consumers and wage-earners in home economics related occupations, and if they encouraged boys and girls to explore decision making tasks related to personal, home and family living.

The developmental characteristics of young people, current societal context and knowledge of the field of home economics, were used as guides in the identification of decision making tasks likely to be experienced by middle school/ junior high school students. Through a process of consultation which involved Audrey Grote, Helen Henrie and the teacher-writers, 25 mini units were selected for development.

The development and writing stage of the project was carried on from August 1974, through March 1975. During this time, materials underwent several revisions and copies were prepared for field trial. Twenty-two units were completely developed.

Arrangement for field trial of the mini units were begun in November 1974. A letter inviting participation in the field trial was sent to middle school/ junior high school home economics teachers. To the group of 131 teachers who responded indicating an interest in the field trial, 205 mini units were distributed. At the close of the field trial in June 1975, ninety-five units had been returned with completed field trial data. Each of the mini units had been used with at least one group of students. Several units were used in six to eight classes. The average number of field trials per unit was 3.80. A total of 3,566 students participated in the field trial. Seventy-eight percent were female and twenty-two percent were males. Evaluations of the mini unit were completed by the teachers and the students responded to an opionnaire. Responses from the teachers and students were considered in the revision of the mini units.

Revision of the mini units included the following activities. Evaluative statements from the field test teachers and students were summarized. A conference was held with each teacher-writer to examine the evaluations and identify further modifications which would enhance the units. The final revision of the units was carried out by the project leader and assistants.

Throughout the development of the mini units a conscious effort was made to eliminate sex role stereotyping. The decision-making tasks and the related body of knowledge which are focal points of the mini units are those engaged in by females and males. Furthermore, all tasks are presented as appropriate for both men and women. Females and males are depicted as successful and unsuccessful. Members of both sexes are depicted in a variety of roles. The major portion of the conceptual content related to the various decision tasks applies equally to females and males. For example, clean hands, clean clothing and hygienic practices reduce the likelihood of contimination of food. Also, a child's third year is one of physical growth and development. Coordination of large muscles develops and the child is capable of running, riding a tricycle, and carrying large, lightweight objects. Small muscle coordination also develops and the child feds herself/himself with greater skill and handles other objects with better coordination. When a difference in empirical knowledge occurs and is related to sex, statements which describe or apply to males and females are identified.

Format of the Mini Unit:

Each mini unit is composed of an introductory page, the body of the unit, and a section of support materials. The introductory page provides an overview of the unit, including a brief description of the focus of the unit, a statement of rationale, the objectives, suggested grade level, and an estimation of the time required for completion of instruction. The body of the mini unit is composed of three sections. The Conceptual Content contains statements which identify the concepts and generalizations which are relevant to the exploration and understanding of the areas of study and achievement of the objectives. The Pupil-Teacher Interaction describes the particular approach to learning which is being suggested. The role pupils and teacher in carrying out the activities are identified together with the support materials to be used. The Support Material

section identifies by number and page the suggested materials which can be used in the pupil-teacher interaction. In some instances, a copy of the material is provided and in other instances the material is to be secured from a source identified in the reference section which appears at the end of each mini unit. Evaluation procedures are not included in the mini units as time did not allow for the development of this aspect of the materials.

The mini units are identified as level I or level II. Level I units provide basic learnings in an area and assume no prior formal educational experience on the part of the students. These mini units are suggested for grades 6 - 7. Level II units extend learnings and introduce new learnings in various decision areas. These units are suggested for students in grades 8 - 9. The suggested time required for completion of a unit of study varies from 3 - 9 weeks. Units which incorporate considerable laboratory experience require 6 - 9 weeks.

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Career Exploration

Unit Title: What Do People Do All Day?

Suggested Time: 3 weeks.

Unit Focus: In an effort to allow young people to explore lifestyles, this unit emphasizes an investigation of those activities carried on within the home, at one's chosen occupation and during leisure time. The unit attempts to help young people understand the relationship between choices made and the resulting lifestyle. Students are alerted to the personal power they can exercise to develop a desirable and satisfying lifestyle. An exploration of home economics wage earning occupations and the occupation of consumer-homemaker are included.

Level: II

Educational Background: None required.

Unit Title: Looking at Food Service

Suggested Time: 6 weeks.

Unit Focus: The focus of this unit is the exploration of various food service occupations. Through study trips and simulated experiences, students have the opportunity to become acquainted with several occupations related to the preparation and service of food in quantity. Instruction is planned to familiarize students with those areas of study which are basic to several food service occupations. Included are sanitation, service of food, safety, job satisfactions and preparation for various jobs. Basic food preparation techniques, use of equipment and cost control are included in the unit but are not major points of emphasis.

Level: II

Educational Background: It is suggested that this unit be taught to boys and girls who have a basic understanding of food preparation and have some familiarity with food preparation from an experiential base.

Unit Title: Enjoying and Understanding Young Children

Suggested Time: 6 - 9 weeks.

Unit Focus: The care and guidance of young children is the theme of this unit. Direct experience with preschool children is suggested as a primary learning experience. The activities and procedures carried out with the children in the preschool are considered in terms of their effect on the development of the young child. Attention is directed to career opportunities related to child care.

Level: II

Educational Background: None required.

Career Exploration (cont.)

Unit Title: Jobs: Sewing and Selling

Suggested Time: 6 weeks.

Unit Focus: The clothing industry is used as a vehicle to introduce students to the economic system and the role of producers and consumers. An item made from textiles is selected by students and teacher to be produced in the classroom and sold. Students participate in making managerial decisions and perform tasks as production workers in a simulated factory. Job applications, interviews, and time work records are completed by students. Attention is given to satisfactions associated with various jobs. Students have some opportunity to develop sewing skills.

Level: II

Educational Background: It is assumed that students have some background in clothing construction and limited experience in the operation of the sewing maching. If students have had no experience, the suggested time should be extended 1 - 2 weeks.

Clothing and Textiles

Unit Title: Clothing Care and Repair

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing storage, laundry and simple repair. Attention to procedures and the effect of procedures on the appearance and life of wearing apparel.

Level: I

Educational Background: None required.

Unit Title: Personality, Lifestyle and Clothing

Suggested Time: 2 - 3 weeks.

Unit Focus: Clothing selection for the individual is the central theme of the unit. Attention is given to the functions of clothing and the influence of values in the process of selecting clothing. An introduction to wardrobe planning is incorporated. Opportunities are provided for students to examine and observe actual fabrics and garments. These experiences are used to develop understanding of the elements of color, texture and line as they relate to clothing design and selection.

Level: I

Educational Background: None required.

Clothing and Textiles (cont.)

Unit Title: Consumer Clothing

Suggested Time: 3 weeks.

Unit Focus: Alternative methods of acquiring clothing are explored in terms of resources required and problems or risks involved. Knowledge of the properties of textile fibers and information provided by textile product labels are presented as resources useful in acquiring clothing whether clothing is purchased ready-made or self-constructed. Indicators of quality in garment construction are identified, and students have the opportunity to examine and compare garments for quality of construction. Attention is given to factors which affect prices charged and the relationship of price and quality. Experiences are provided which encourage students to relate factual information to clothing acquisition problems and decision making.

Level: II

Educational Background: None required.

Consumer Behavior

Unit Title: Consumer Decision Making

Suggested Time: 3 - 4 weeks.

Unit Focus: Consumer decision making is approached as an activity directed toward the satisfaction of needs and one which is influenced by a variety of factors including the knowledge and values of the consumer. It is suggested that students select a consumer decision making project which can serve as a point of reference for the learnings incorporated in the unit. Class activities focus on understanding the relationship of various factors to consumer decision making. Merchandising practices including packaging, labeling, advertising and pricing are studied as well as other sources of information available to the consumer. Students have the opportunity to participate in the several phases of consumer decision making.

Level: II

Educational Background: None required.

Consumer Behavior (cont.)

Unit Title: Dealing With Dollars

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces students to the functions of money in meeting needs and wants of individuals. Experiences in the unit provide opportunities to develop understanding of such concepts as goals, values and resources as they relate to money management behavior. Sources of money income and practices which increase purchasing power or extend money income are among the concepts presented which enable the student to examine her/his own money management practices.

Level: II

Educational Background: None required.

Unit Title: Metric Mind

Suggested Time: 2 weeks.

Unit Focus: The unit provides a short and basic introduction to the metric system of measurement. Emphasis is on learning to think metrically. The major part of the unit includes understanding the basic units of measurement in the metric system and their interrelationship. Students have some opportunity to use the metric system in simple problems. Activities in sections are designed to acquaint the students with the use of the metric system in the role of consumer and homemaker.

Level: I or II

Educational Background: None required.

Nutrition and Food Preparation

Unit Title: Good Health Through Nutrition: How Do You Measure Up?

Suggested Time: 2 - 3 weeks.

Unit Focus: The basic food nutrients and their effect on the health and well-being of individuals is the central theme of the unit. Through experiences in the unit, students have the opportunity to become familiar with the Recommended Daily Dietary Allowances for the basic nutrients and food sources for those nutrients. The caloric value of foods and the relationship of calorie intake to calorie output is studied. As the nutrients are studied, students will either test food samples for nutrient content or see demonstrations of tests for nutrients. Opportunities are provided for students to taste foods which supply nutrients in significant amounts and to determine from reliable sources the nutrient and caloric value of foods.

Level: I

Educational Background: None required.

Nutrition and Food Preparation (cont.)

Unit Title: Nutrition: Buying and Selling

Suggested Time: 3 weeks.

Unit Focus: The selection of foods which will provide adequate nourishment is the focus of this unit. Factors which influence food choices are identified. The Recommended Daily Dietary Allowance is introduced as a guide to the selection of foods. Nutritional labeling, food fads and fallacies, food advertisements and food prices are examined to determine their usefulness in the selection of foods which provide essential nutrients. Experiences incorporated in the unit provide opportunity for students to observe, describe, differentiate, compare, and formulate generalizations.

Level: II

Educational Background: Learnings in the unit assume previous study of nutrition.

Unit Title: Foods With Taste Appeal

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit provides an introduction to learnings which are basic to the preparation of foods that are nutritious and appealing to the appetite. Demonstrations, films and illustrated presentations are used to help students develop learnings related to nutrition, sanitation, personal hygiene, safety, standardized recipes, food preparation equipment and principles for the preparation of selected foods. Laboratory experiences are suggested which will provide direct experience with the various learnings.

Level: I

Educational Background: None required.

Unit Title: Enjoying Outdoor Cookery

Suggested Time: 6 weeks.

Unit Focus: Three types of outdoor food preparation settings provide an organizational structure for student activities in the classroom and outdoors. Principles of food storage, preparation and serving are included in the unit. Meat, vegetable and pasta cookery principles are presented with attention to adaptations to outdoor facilities. The preparation of quick breads, desserts and beverages from recipes adapted to outdoor preparation are included. The basic nutrients and their functions are incorporated in the unit as various types of food which provide those nutrients are studied. Laboratory lessons are interspersed throughout the unit. It is suggested that several preparation and serving experiences be performed in the outdoor settings.

Level: II

Educational Background: This unit is appropriate for students who have completed basic food preparation and nutrition courses.

Housing

Unit Title: A Space for Living

Suggested Time: 3 - 4 weeks.

Unit Focus: The aim of the unit is to develop students' awareness of the environments in which they live and to develop their ability to modify those environments in ways which will satisfy needs. Particular attention is directed to such aspects of home environment as color, line pattern, arrangement of furnishings, utilization of space and care of space and furniture. Experiences are incorporated in which students have the opportunity to simulate choice making and consider effects which result from choices made.

Level: II

Educational Background: None required.

Personal Development

Unit Title: Grooming and You

Suggested Time: 3 weeks.

Unit Focus: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

Level: I

Educational Background: None required.

Unit Title: Becoming a Person - A Lifelong Process

Suggested Time: 2 - 3 weeks.

Unit Focus: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunities for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Making the Most of Your Resources

Suggested Time: 2 weeks.

Unit Focus: This unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

Level: I

Educational Background: None required.

Unit Title: Understanding Yourself and Human Sexuality

Suggested Time: 3 - 4 weeks.

Unit Focus: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which encourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

Level: II

Educational Background: None required.

Unit Title: You and Your Family

Suggested Time: 3 - 6 weeks.

Unit Focus: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attempts to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

Level: I

Educational Background: None required.

Personal Development (cont.)

Unit Title: Learning to Care for Children

Suggested Time: 2 - 3 weeks.

Unit Focus: The unit introduces the student to the concept of child care. Children from infancy to preschool age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

Level: I

Educational Background: None required.

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UNIT TITLE: *GROOMING AND YOU*

UNIT FOCUS: Personal appearance, grooming practices, and the choice of personal grooming practices are focal points of the unit. The care of physical features, including skin, hair, and nails, is studied. Experiences are provided which illustrate the development of grooming practices over time and the relationship of selected practices to cultural norms and physical health. The selection of personal care products is used as a means of introducing students to consumer decision making.

RATIONALE: Students during the early adolescent period have assumed responsibility for personal grooming practices. Many students at this stage of development experience changes in body functioning which affect physical appearance. These changes, in addition to the growing concern to be accepted by peers which young people also experience at this stage of development, heighten students' interest in their personal appearance and practices which may be related to achieving a satisfying personal appearance.

Information regarding the probable effects of selected grooming practices on personal appearance can assist students in selecting grooming practices which are satisfying to them. A study of the probable effects of personal care products on the personal appearance can assist them in making decisions regarding the use of these products.

INSTRUCTIONAL OBJECTIVES:

Comprehension of qualities of physical features which make up personal appearance
Comprehension of the role of groups and cultures in defining physical attractiveness
Positive response to different conceptions of healthy human attractiveness
Identification of qualities which contribute to a personal conception of healthy human attractiveness
Comprehension of the role of groups and cultures in establishing standards for grooming practices
Comprehension of the effects of selected grooming practices on appearance of physical features
Comprehension of the effects of selected grooming practices on physical health
Comprehension of the relationship of diet to maintaining physical health and attractiveness of features
Willingness to use factual information in selecting grooming practices which contribute to a satisfying personal appearance
Comprehension of the types of information available as a guide to selection of personal care products
Willingness to use factual information as a guide to the selection of personal care products
Comprehension of the effects of consumer concerns
Knowledge of the procedures for expressing consumer concerns
Willingness to express consumer concerns

EDUCATIONAL BACKGROUND: None. Level I.

SUGGESTED TIME: 3 weeks.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Assemble pictures of members of both sexes of various ages and racial groups which represent different conceptions of beauty or physical attractiveness. Paintings done by artists over a period of time may be used as well as illustrations from *National Geographic*, *Time*, *Life*, *Ebony*, and popular teen magazines.	
	Transition: Think about a close friend that you have seen recently. On a piece of paper write down the phrases or sentences which describe that friend's appearance.	
	The person you have chosen to describe need not be identified.	
	Allow 5-10 minutes for the students to complete the task. Ask:	
	What are some of the phrases you wrote?	
	What other words did you use to describe your friend's appearance?	
	Record responses. Students may take turns in order to insure a variety of responses.	
	Which of these words or phrases belong together?	
	How are the descriptions similar?	
	Groupings may be in terms of reference to physical features, personality characteristics, or other appearance features.	
Physical features which distinguish people from each other include height, weight, posture, color and appearance of skin, hair, and eyes, appearance and condition of teeth.	Encourage students to differentiate between physical features, appearance produced by clothing, and personality characteristics.	
These physical features make up part of an individual's personal appearance.	Do you know anyone who looks exactly like your friend?	
A particular combination of features is unique to the individual.	Is there anyone who looks exactly like you?	
	Do individuals sometimes resemble each other in physical appearance?	
	Are they exactly alike?	
	Pre-Teaching: Select 10 pictures or fewer from those which illustrate different conceptions of beauty or physical attractiveness.	
Combinations of physical features that an individual finds pleasing or enjoys looking at are referred to as physical beauty or attractiveness.	Display 4 or 5 pictures. Look carefully at these pictures. Select the picture of the person which you find most attractive or appealing.	
	Select the picture of the person which you find least attractive or appealing.	
	Determine the extent of agreement among students' rankings by a show of hands. Record the number who chose each picture.	
	Direct attention to the pictures which were ranked most and least attractive. Ask:	
	Why did you rank this picture highest?	
	As students respond, note the similarity among responses.	
	Why did you rank this picture least attractive?	
	What features did you find unattractive?	
	Note similarity among students' responses. To what extent do you agree with each other?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The combination of physical features that a group of individuals finds pleasing is a norm or standard for that group. The standard of what is beautiful in human appearance tends to be different for different groups of people. The standard of what is beautiful in human appearance tends to change over time.	What does this experience seem to say about the idea of beauty or physical attractiveness? To what extent would other people agree with your choices? Does the idea of beauty or physical attractiveness change over time? Pictures may be used to illustrate different conceptions of beauty and change over time.	
	Pre-Teaching: Assemble several pictures or photographs of healthy babies and young children. Include both sexes and a variety of racial groups. Pictures should be large enough to show condition of hair, skin, eyes, etc. Transition: Display pictures and direct attention to pictures. Ask:	
Healthy skin is smooth, free from blemishes, glowing in color, and has a natural elasticity. Healthy hair and scalp are free from dirt and dandruff. The hair has a natural sheen. Healthy teeth are free from cavities. Healthy teeth and mouth are free from plaque and lodged food. The healthy mouth has a pleasant odor.	How would you describe the appearance of these children? What qualities does their skin have? What qualities does their hair have? How would you describe their teeth? Do you find their appearance attractive or unattractive?	
The physical features of healthy babies and young children are considered beautiful by most individuals and groups. Healthy babies and children are examples of natural beauty and physical attractiveness.	Most of us have agreed that young children and babies have natural beauty. What does beauty mean to you? Record responses on a permanent visual.	
	Transition: Refer to the pictures of children and to students' statements about the meaning of beauty. Ask: What things help to produce the natural beauty we saw in the children? What things will effect whether these children continue to be attractive? Adults are often responsible for the care that a child's hair, skin, eyes, and teeth receive. Adults usually plan and prepare the food which a child will eat.	
Each individual is able to choose the kind of care which will be given to a particular feature. The care provided can affect the personal appearance and attractiveness.	Older children and adults are responsible for the food they choose to eat and for the kind of care they give to hair, skin, teeth, and so forth.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Secure copies of Guide to Good Eating poster and mini posters or prepare similar information	
	Order and preview one of the following filmstrips: *Why NOT Snack* or *Snack Facts.*	
	Prepare Guide to Good Eating Score Card for each student.	
	Prepare copies of Food: Your Choices.	
	Secure food models or assemble magazines, newspapers, food cartons, and materials for students to prepare food models.	
	Assemble a paper bag for every student in the class.	
	If food models are available, display on counter or table top as foods might appear in a cafeteria or grocery store-delicatessen.	
	If food models are not available, have students use pictures and cartons to make food displays which resemble the food models.	
	Display these as suggested.	
	Transition: Earlier we said that the food which individuals eat has some effect on their physical appearance and their feeling of fitness.	
	Young children have other people choose their foods; however, each of us has some opportunity to choose the foods we eat.	
	Today each of you will be able to select foods you would like to eat from the items displayed.	
	As you select the foods, put them in this bag. Remember, you are selecting only the food you will eat today.	
	Direct students in the selection of foods.	
	When selection is completed, continue:	
	People with special training in the science of human nutrition and food have developed a guide for eating.	
	Refer to Guide to Good Eating Chart. This guide identifies the types and amounts of food which are required to maintain health.	
	Identify and illustrate the following aspects of each of the food groups. Name of the group - Examples of foods included in that group -	
	Illustrate with actual examples the size of serving which is recommended. Identify the number of servings recommended.	
The Basic Four food plan is a recommended daily plan for eating. It includes:	As each group is focused on, have the students examine their food choice bag and identify the foods which belong to the various groups and the size of the serving. Students may keep a record on the Guide to Good Eating score card.	
Milk Group - 4 or more glasses or equivalent amounts from other foods. 8 ounces is equal to a serving		
Meat and Egg Group - 2 or more servings 2 ounces of cooked lean meat or its equivalent is equal to a serving	At the conclusion of the review of the four food groups, have students complete the following tasks:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Vegetable and Fruit Group - 4 or more servings with *one* a dark green vegetable and another a citrus fruit. ½ cup or more is equal to a serving	Identify the food groups in which you had more than the daily recommended requirement.	
Breads and Cereal Group - 4 or more servings. 1 slice of bread is a serving. ½ - ¾ cup of cereal is a serving	Identify the food groups in which you had less than the daily recommended requirement.	
Foods in the four food groups supply different substances called nutrients.	Identify foods which are not part of any of the four food groups. How many servings did you have of these foods?	
	Share students' findings regarding their food choices.	
Nutrients contribute to health and attractive personal appearance in different ways.	Explain the effect of inadequate or poorly balanced intake of foods and nutrients.	
An adequate supply of all the nutrients is required for health.	Show one of the suggested filmstrips and encourage students through discussion to consider the role of snacks in maintaining health and attractive personal appearance.	
Single foods will not make one healthy or more attractive.	Following the filmstrip, have each student complete Foods: Your Choice record for one or more days.	
Inadequate or unbalanced supplies of the nutrients provided by foods in the four food groups can contribute to poor complexion, weakened gums, decayed teeth, brittle nails, and dull, thin hair.	The completed records may be used by students later in the unit to consider the possible effects of food intake on condition of skin, hair, teeth, and so forth.	
	Pre-Teaching: Prepare copies of What Is This Thing Called SKIN?	S.M.4
	Order the filmstrip *The Acme Acne Factory*.	S.M.14
	Prepare transparency of Skin Layers.	S.M.5
	Survey issues of fashion and glamor magazines from 20, 15, 10, 5 years ago to identify grooming practices employed at that time. Local libraries and the school library may be a source.	
	Transition: Foods which are eaten provide nutrients or substances needed by the body to maintain itself and grow.	
	The nutrients in foods have some effect on skin, hair, teeth, nails, and one's personal appearance.	
Bathing, washing hair, manicuring, brushing teeth, applying cosmetics are some of the practices which individuals carry out to be attractive.	However, providing the body with the nutrients needed is only a part of achieving an attractive personal appearance. The practices individuals use to care for the body and its special features also affect the appearance of those features. Ask:	
These and other practices designed to make the individual attractive and neat in appearance are called grooming practices.	What are some of the practices which are carried out to maintain an attractive appearance?	
	Skin is the largest organ of the body. The appearance of the skin affects the total appearance of the individual as well as the general health of the person.	
	Bathing and care of the facial skin are two grooming practices that we will study.	
Just as different people and groups have their own standard for beauty, so there are different practices used to change an individual's personal appearance to meet that standard.	Display pictures of bathing and facial care practices.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Current practices regarding bathing and facial skin care have not always been used.	
Some practices promote the healthy functioning of the skin.	Share interesting and unusual practices with students. Point out the possible reasons for practices and effects on health and condition of the skin.	
Some practices appear to have little effect on the functioning of the skin.		
Some practices may harm or lessen the normal functioning of the skin.		
	Give each student a copy of What Is This Thing Called SKIN?	
	Read or have students read the information as you refer to the parts on the transparency of the skin.	
The skin protects the body from bacteria.		
It protects body tissues from chemicals and other foreign objects.		
Skin secretes perspiration which acts to cool the body and remove wastes from the body.		
Skin is able to keep itself smooth and soft by secreting oil.		
The skin acts as a sensory organ.		
The outer layer of skin is composed of dead cells. These dead cells are shed and replenished with new cells from the underlying layers.		
The outer layer is called the epidermis.		
The middle layer of skin contains the oil glands, sweat glands, and blood vessels.		
This layer is called the dermis and functions to bring nutrients to the upper layer.		
The lower layer acts as a cushion to protect nerves, glands, and blood vessels. It is made up of fatty tissue.		
The lower layer is called the subcutaneous layer.		
Pores are tiny holes in the surface of the skin through which waste materials are removed.		
During the individual's lifetime, the appearance and condition of the skin may change several times.	Each individual's skin condition is unique to her or him.	
Common skin types include:		
Normal skin. This type of skin has fine texture with clean, unclogged pores. It is clean, soft, smooth, and glowing.	Students may consider the characteristics of their own skin.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Dry skin. This type of skin is fine textured, sensitive, and often transparent. It chaps easily, roughens in cold winds, and may even crack, with broken veins as a result.		
Oily skin. This type of skin tends to be thick and coarse-grained with enlarged pores which are sometimes clogged. It becomes infected easily, so requires thorough cleansing several times each day.		
Combination skin. This type of skin appears dry in some places and oily in others. The skin may be dry around the eyes, on the cheeks, and around the throat but oily on the forehead, nose, and chin.		
	Ask: Can you remember when your skin had different characteristics?	
Changes in climate affect the condition of the skin (i.e., dry heat during the winter).	Does the weather affect the condition of your skin?	
The skin changes as the body grows and matures. infant teenager adult older person	How does the skin condition and appearance change as the person grows and matures?	
An individual's diet may affect the skin condition. There is no proof that certain foods cause skin problems, except in the case of allergies.		
Cleansing routines and practices may affect the skin.		
	Pre-Teaching: Assemble materials needed for students to try basic cleansing practices or for teacher-student demonstration of basic practices.	S.M.14
	Become familiar with over-the-counter products advertised as beneficial for the functioning of the skin.	
	Collect samples of products and advertisements referring to the use of the over-the-counter products.	
	Secure and review "Acne Remedies: Clearing Up Confusion" from *Consumer Reports.*	
During teen years, sebaceous (oil) glands may become more active, secreting more sebum on skin and scalp.	Secure copies of the following FDA Fact Sheets and related publications:	
Bacteria are ever present and may find these new conditions favorable for growth and activity.	How the FDA Works for You Laws Enforced by the Food and Drug Adm. Cosmetics Medicines: Prescription and Over the Counter The Hexachlorophene Story How the Consumer Can Report to FDA	
If cleansing of skin is less frequent or less thorough than required to remove oil, dirt, and bacteria, bacteria may become active below the surface of the skin.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Secure copy of *Consumer Research Magazine*, Oct. 1974, and *Handbook of Buying*, 1975, pp. 84-117.	
Washing the skin with soap and water several times a day will help to remove the oils, dirt, dead skin, and surface bacteria which accumulate.	Demonstrate skin care procedure outlined in conceptual content.	
	Incorporate student questions and comments.	
Rubbing or gently scrubbing the skin with a clean wash cloth or a skin brush may be stimulating to the skin.	If deemed appropriate, allow students to practice basic cleansing procedures.	
Rinsing the skin to remove all soap is necessary if the surface and pores are to remain unclogged and irritating materials removed.		
In addition to keeping the facial skin clean, other surfaces such as hair, hands and clothes which come into contact with the skin should be kept clean to avoid introducing dirt and bacteria to the skin.		
Problem skin conditions, acne, blackheads, etc., which frequently occur during the teens and early twenties, are under study by dermatologists. The causes of these conditions are not well understood. Several factors appear to be associated with the condition. However, scientific knowledge which would establish cause and effect relationship has not been established.	Transition: Each individual sometime during her/his life may experience special skin conditions.	
	These special skin conditions require care particularly designed for that condition.	
Acne: an inflammatory reaction in the oil glands comparable to a severe case of pimples, due to an excessive amount of oil.	Acne is a skin condition which often appears during teen years. Acne and the factors which appear to produce it are not fully understood by medical doctors trained to deal with skin problems.	
	The film *The Acme Acne Factory* will help us to understand some ideas about acne.	
Treatment: Cleanse skin gently with a mild soap and tepid water. Use calamine lotion. Use acne sticks, which are skin-tone in color, to cover the affected areas. Shampoo hair regularly and often. Avoid perspiring profusely. Consult your doctor.	View film.	
	Summarize major ideas in the film and discuss student questions.	
	Display samples of acne remedies sold over the counter.	
Dermatologists believe that over-the-counter (OTC) remedies which contain the following ingredients are of some value in cases of acne: benzoyl peroxide: May help clear up shiny crater inflammation and peeling. sulfur (1-2%) combined with 2% resorcinol or salicylic acid: Mild, but *probably* effective.	Explain recent findings on effectiveness of these remedies.	
	Have students examine over-the-counter facial products, remedies, and soaps.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Products which list none of these four active ingredients on the label are of doubtful value. Products which contain less than 2% resorcinal or salicylic acid are *probably* too weak to be effective.	Ask: What information do you find on the product? Record responses.	
	What other information is given on the product? Continued to list ideas given by students until a variety of types of information has been given.	
Descriptive information includes those statements which describe the product or service objectively.	Explain the meaning of descriptive information.	
The truth or falsity of the statement can be determined by testing (experience). weight - A scale can be used to measure weight. ingredients - Chemical tests may be used to determine ingredients.	Ask: Which of the kinds of information you listed on the chalkboard would be called descriptive information? How could someone who was purchasing the product check to find out if the statement were true?	
Descriptive information also includes: manufacturer's name and address use and care instructions	How might that information be used by the person purchasing and using the product?	
Persuasive information includes statements, pictures, symbols which are vague and open to interpretation.	Explain the meaning of persuasive or want-creating information. Ask: Which statements on the chalkboard might be called persuasive information? How could you determine whether this information is truthful?	
The truth or falsity of the statement is difficult to determine.		
Persuasive information is designed to create a desire to use the product and appeals to the emotions. i.e., deep down cleansing rare and precious ingredients anti-bacterial action against acne (This statement is misleading unless the product reaches below the surface of the skin where bacteria causing acne are present. Many products which make this claim are surface cleansers.)		
The right to safety means that the consumer has the right to expect that a product will not be harmful if used according to the use and care instructions.	Explain the meaning of the consumer's right to safety.	
Agencies and organizations have developed which have as their major purpose the development of reliable and truthful information and the safeguarding of the consumer.		
These agencies include both those sponsored by the state and federal governments and private agencies.	Distinguish between *product testing* to assure *safety* and *product testing* which would provide *information regarding the extent to which the product does what is claimed in the statements* which may be made.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The federal government through the Food and Drug Administration is responsible for the safety of cosmetics.	Illustrate and explain the role which the FDA takes in assuring safety. The Hexachlorophene Story might be simply described.	
Effective January 1, 1976, cosmetics will be required to carry a statement of ingredients on their labels.	Have students examine soaps and other products to determine what statements have been made to alert the consumer to safety standards.	
The chief benefit which will be provided to consumers is information which will alert the buyers to substances to which they have a known allergy.	Examine use and care precautions.	
Large Pores: pores which have been stretched by oil, perspiration, make-up can no longer contract properly.	Illustrate the consumer responsibility to take proper care of products to maintain safety.	
To remove plugs of oil and soil from the pores, wash with soap and warm water. Rinse with warm water.	Transition: Following examination of product labels from skin care products, explain other conditions which may be of concern to students.	
To close the pores, rinse with cold water and apply an astringent.		
Blackheads: pores clogged with excess oil and dirt.		
Improper cleansing, sluggish circulation, improper diet, and poor elimination may contribute to the development of blackheads.		
To remove blackheads, wash with hot water; rinse with very warm water; dry and gently press out the contents of the blocked pore. Dab each spot with an antiseptic. Do not squeeze. The skin is a delicate organ and can be damaged easily.		
Whiteheads: Lumps of solidified oil which collect under the surface of the skin because of sluggish circulation.		
Rub out whiteheads that are close to the surface with cleansing grains, a washcloth, or a complexion brush or open them with a sharp, sterilized needle; press out contents; dab the spot with an antiseptic.		
Pimples: oil piled up under a blackhead, causing irritation and forming a pus pocket.		
Pimples may be due to irritation brought on by squeezing and picking.		
To remove pimples, cleanse face thoroughly several times a day with soap and water.		
Do not open them as this allows bacteria to enter and the infection may become greater.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Allow pimples to dry up. If the condition is serious, consult a doctor.		
	Pre-Teaching: Review history of bathing. The material, along with appropriate pictures, may be used as an introduction to bathing. It again points out the change due to cultural norms.	S.M.6 S.M.14 S.M.6
	Secure copies of Understanding Perspiration and duplicate study sheet.	
	Collect labels and advertisements of deodorants and anti-perspirants to illustrate label information.	
	Transition: Skin care does not stop at the face or neckline if one wants to make the skin an attractive personal feature.	
	Cleansing the body has become commonplace. Water is readily available to most Americans. However, the following facts were true in America 200 years ago.	
	Colonial America scorned soap and water as being impure.	
	Laws passed in Ohio, Pennsylvania, and Virginia either banned bathing entirely or limited the number of baths.	
	Even the purchase of bathtubs was regulated by law.	
	In 1851, during Millard Fillmore's presidency, the first fixed bathtub was installed in the White House.	
	Hotels were the first American bathroom innovators. In 1853, hotels had hot and cold running water.	
	In 1895, the state of New York passed legislation providing for free public baths in all cities of 50,000 or more.	
	Despite its elegance, the bathtub was used only about once a week (Saturday night) even in the 1900's.	
The skin on the remainder of the body functions similarly to facial skin and therefore soil, sweat, oily secretions, and bacteria are present.	Ask: Why do we bathe more frequently today?	
Bathing or showering with warm water and soap will remove the accumulated soil.	Is lack of bathing harmful to health? Under what conditions?	
If a complete bath cannot be taken daily, those areas of the body exposed to external dirt or to the accumulation of secretions, sweat, and soil can be cleansed daily.	In addition to reasons of health, what other reasons are there for frequent bathing?	
Going without a bath or without bathing of areas of the body where secretions accumulate may not be immediately harmful to health. However, because bacteria will multiply in this kind of environment and produce body odor readily, social reasons indicate the desirability of bathing.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Deodorants are preparations which remove the odor produced when bacteria combine with perspiration.	Transition: Give each student a copy of the booklet "Understanding Perspiration" and the study questions.	
Anti-perspirants limit or stop the flow of perspiration in areas where applied and remove any odor.	When students have completed the reading and the questions, discuss solutions to No. 10 and No. 11 and other student questions.	
Anti-perspirants which are most effective contain an aluminum compound, such as aluminum chloride or aluminum chlorhydroxide.		
Persons with sensitive skin may find these compounds irritating.	Direct students in the examination of information on deodorant and anti-perspirant product labels. Give particular attention to identification of and effectiveness of ingredients and use and care instructions.	
Deodorants and anti-perspirants are not usually harmful to the general population when used as directed.		
If a preparation causes irritation, its use should be discontinued.		
Deodorants and anti-perspirants are available in several forms, including creams, liquid, spray, and aerosol spray.		
	Pre-Teaching: Make arrangements for a barber or beautician to attend class and demonstrate shampooing and other hair care procedures or arrange for a study trip to a training program in cosmetology or barbering.	S.M.8
	Prepare transparency of hair.	
	Collect pictures of hair styles to illustrate variation in grooming practices over time. Family pictures supplied by students may be used.	
	If teacher demonstration is to be used to illustrate basic care procedures, assemble samples of hair grooming tools.	
	Transition: Hair has been called an individual's crowning glory. This statement appears to indicate that hair is a physical feature which attracts attention and can enhance a person's appearance.	
	Display pictures of various styles worn by men and women of the last 50 years. Continue: These pictures seem to indicate that hair care has been a part of the grooming of men and women for many years. Here are some facts about hair care as it was carried out some years ago.	
	Ancient Near East	
	Mesopotamians wore fussy tight ringlets made with the aid of curling tongs. The hair was scented with pulverized gold dust.	
	Assyrians applied ointment and black dyes to beards and eyebrows.	
	Egypt	
	Elaborate hair styles called for wigs. Most persons shaved their heads first for cleanliness and as a religious custom.	
	Wigs were usually a brilliant color such as blue, red, green.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Middle Ages Long hair was rolled close to the head in a turban. Braids were common in the 10th to 12th centuries. Women usually wore braids as long as the hems of their dresses. *17th Century* Harvard students were not allowed to wear long hair. They were called "roundheads" because of their short hair cuts. Wigs and frames to build the hair over were popular. *18th Century* Powder-dusted wigs held their own and women's hair went to towering heights. *19th Century* Women wore neater, soft ringlets and clipped locks. What changes in style do you recall? What do the pictures seem to indicate?	
Microscopically, hair is a chain of molecules made of protein which is not alive and which covers the surface of the body in greatest abundance on the head.	Ask: What is hair? Have pupils touch and feel their own. What is it like? Describe physical characteristics of hair.	
	Display transparency of hair.	
Papilla - the manufacturing center for the hair follicle. It contains blood vessels that supply nourishment. *Bulb* - Each hair shaft widens to form the bulb that fits on the papilla. *Cuticle* - a porous outer layer of shiny scales that protect the inside. *Cortex* - an elastic middle layer that contains pigments for color. *Medulla* - a springy main core. *Sebaceous Gland* - It is near each hair follicle opening. It produces oil to lubricate the scalp and hair. *Scalp* - surface of the head.	Explain meaning of various parts of a hair. Refer to transparency.	
The different types of hair are: *Normal* hair has sheen, no obvious traces of oil or dryness; generally requires shampooing once a week. *Dry* hair has little or no noticeable oil. It may be brittle and inclined to break off, lacks sheen, often has static electricity, feels slightly stiff to the touch, and may appear to stay clean well over a week. *Oily* hair is greasy or sticky, separates into clumps soon after shampooing, looks darker close to the scalp, may have dandruff problems, and often accompanies acne problems. The oil in the hair may stimulate acne and so hair should not be worn over the face.	Although all hair has the same basic parts, each individual's hair has some characteristics unqiue to that person. The texture, color, thickness, curl, or lack of curl, are individual hair qualities. When hair care procedures are considered, hair is identified as normal, dry, or oily. Describe each type and general recommended care procedures. Encourage students to consider the characteristics of their hair.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Basic hair grooming supplies for hair care include: *comb* - preferably a flexible one with rounded teeth that will not scrape the scalp and leave it subject to infection. *brush* - made of natural bristles so that it will not damage the hair.	**Pre-Teaching:** If a resource person or study trip is used as a means of instruction in the following sections, modify the pupil-teacher interaction accordingly.	
Additional hair grooming tools may include: *styling comb or brush* - may be the hand type or one of the new electric ones for at-home shaping. *shampoo or soap* -	Transition: Display hair grooming supplies in view of students. Identify basic types and characteristics of those designed to treat hair and scalp gently. Explain the purpose of shampoo. Have students examine samples of shampoo and label information.	
The basic ingredient in a shampoo is detergent or soap which loosens the dirt and oil on the hair and scalp. The other ingredients prevent the soil from re-depositing. All ingredients, egg, balsam, protein, herbs, are washed down the drain with the rinse water. They do not remain on the hair and therefore can produce no lasting effects.	Report findings from the *Consumer Buying Guide* study of shampoos or have students read sections which apply to a shampoo they use or in which they are interested.	
Additional hair grooming supplies include: *rinses and conditioners* - applied after rinsing out the shampoo to make hair more manageable. They may be somewhat effective since they remain on the hair.		
Special hair conditions and care problems include: *Split ends* can usually be controlled by the use of rinses to prevent hair from snarling and pulling when combed. The hair can be cut or trimmed to remove the split ends. *Brittle hair* usually can be controlled by the use of conditioners, less frequent shampoos, and protecting it from sun and wind. *Baldness* cannot be controlled in most cases, but if the hair falls out following an illness, medical advice can be sought. *Dandruff* can usually be controlled by commerical shampoos or prescription preparations. If it becomes oozing, red, and swollen, seek the help of a dermatologist.	Utilize *Consumer Research Magazine* and *Consumer Buying Guide* to answer students' questions regarding the use and effectiveness of other hair care preparations.	
The choice of hair care procedures and preparations and the results you want depend on the type of hair you have.	Arrange for a resource person to demonstrate hair care procedures or the teacher may demonstrate and explain procedures as identified in the Conceptual Content.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
To shampoo your hair: Loosen any scalp scale with a comb and brush the hair well. Wet the hair thoroughly with warm water. Place a little shampoo of the type which is best for your hair in palm of hand. Rub palms together, apply to the scalp, and rub, especially behind the ears and at the hairline. Use the tips of the fingers, not the nails. Work up as much lather as possible. Rinse the hair and scalp thoroughly with warm water, lifting the hair as you rinse so that water reaches every hair and every part of the scalp. Apply shampoo again and rub as before. Rinse thoroughly with warm water several times until the water is clear and the hair squeaks. Finish with cool water. Towel-dry the hair until most of the moisture is gone. Comb the hair; dry it.		
	Pre-Teaching: Collect supplies for students to practice techniques associated with nail care: emery board, orangewood stick, nail brush.	
	Prepare transparency of nail shapes.	S.M.9
The care given to hands and nails will affect their appearance.	Transition: Ask students to look carefully at their hands and nails and then to write on a slip of paper 3-5 words that describe the appearance of their hands and nails. Collect slips and record words on chalkboard. Students may be recorders as the teacher reads the phrases and words.	
Frequent washing with soap and water will remove dirt and grime.		
Abrasive powder and abrasive soaps can be helpful in removing grease and grime around nails and knuckles.		
Thorough drying will help to prevent chapping.	Ask students to consider the terms and select those which they wish could be used to describe their hands and nails.	
Hand cream or lotion can be used to soften, lubricate, and protect hands.	Demonstrate basic care procedures and explain relationship to terms students used to describe the desired appearance of hands and nails.	
Nail care or a manicure can improve the appearance of the hands and nails.		
File nails into a neat shape that contours with the fingertip. Soak hands in warm soapy water for a few minutes. Scrub with a nail brush. Dry hands thoroughly. Push cuticle back with orangewood stick or towel. Clean under nails with orangewood stick, being careful not to break the skin. Wash hands and dry again.	Set up a laboratory for students to practice techniques.	
Pedicures can usually be done in the tub. It is easier to trim toenails while they are soft.	Discuss similarities between manicure and pedicure.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Tips for pedicures: Cut nail straight across to prevent ingrown nails. File to prevent snags or wearing of holes in stockings Push cuticle back. Dry feet thoroughly. Apply lotion.		
	Pre-Teaching: Review *Consumer Research Magazine* for October 1974 and *Handbook of Buying* for 1975.	S.M.14
	Secure one of the films related to tooth care suggested in the references, or make arrangements for dental hygienist to visit class and demonstrate brushing and flossing techniques.	
	Secure student copies of the following pamphlets: "Diet and Dental Health" "Between 13 and 18? Then this Is for You" "Dental Health Crossword Puzzle"	
	Assemble advertisements from newspapers and magazines which direct people's attention to tooth and mough care products. If possible, tape record and prepare written copies of TV advertisements.	
	Transition: Display advertisements and play tape recording of TV commercials.	
	Direct students to look at advertisements and listen to commercials with the following questions in mind:	
Advertisements and commercials for tooth and mouth care products call the consumers' attention to the particular product.	How are these advertisements and commercials similar?	
Often the information presented about the product is vague and general.	What messages or ideas are they attempting to present?	
	Is the information descriptive?	
If is difficult to determine the effectiveness of a particular product from advertisements and commercials.	How could you determine if the statements made were true?	
	Continue: The condition of teeth and mouth does affect one's general health.	
	The condition of the teeth and mouth also affects personal appearance.	
	Each of you is probably well acquainted with basic tooth care. Let's share some information by completing this crossword puzzle.	
	Class may work cooperatively as a group or divide into teams for a competitive situation.	
	Share responses to crossword puzzle.	
	Correct misinformation.	
	Transition: The responsibility for tooth and mouth care belongs to each person.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Dental caries or tooth decay are caused by the action of mouth bacteria on sugar and other fermentable carbohydrates found in the mouth. The action of the bacteria produces acids. The acids attack the tooth enamel and dissolve it.	The following film will help us to understand the kinds of care which will prevent tooth decay. Show film. If a film is not used, the dental hygienist may present the same information.	
The chances that cavities will develop are increased when sugar and other carboyhdrate foods are in contact with the bacteria in the mouth.		
The presence of dental plaque, a gummy, gelatin-like substance on the teeth, is an environment friendly to bacterial action.		
The presence of plaque increases the chances for cavities to develop.		
The opportunities for cavities to develop may be decreased by cutting down on sugar and foods high in sugar content.	Refer to students score card of foods selected and identify foods high in sugar.	
Clean the teeth frequently and carefully. Brushing and flossing will remove food and plaque which contribute to bacterial action.		
Frequent examinations by your dentist will also help to cut down on the number of cavities.		
Effective tools for cleaning teeth are: *dental floss* multi-tufted, soft nylon-bristle *brush*	Following the film, divide the class into groups.	
Brush with an up and down motion to clean and shine teeth. To remove plaque, place the toothbrush horizontally, at a 45 degree angle to the gumline. With a gentle jabbing motion, push the bristles against the gumline.	Direct them in the completion of the following tasks.	
Other dental aids include: *A dentifrice* is an agent or ingredient which helps in the cleaning of teeth. It can come in two types: pastes and powders. An effective, inexpensive dentifrice can be made by mixing one part of powdered salt with two parts baking soda or by using baking soda alone. *Oral water sprays* rinse the food particles from between the teeth and are particularly good for people with braces or bridgework but do not take the place of brushing.	Develop one or more advertisements which would inform the public as to effective methods of caring for teeth and help people understand why the methods are effective. Students may use the pamphlets "Diet and Dental Health" and "Between 13 and 18? Then This Is for You" as a source of ideas. Posters or collages might be used to display the advertisements. Groups can report to the class and ideas may be displayed and shared. Compare student advertisements related to tooth care to commercial advertisements examined earlier.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Electric toothbrushes cannot duplicate the motion needed for plaque control but are particularly good for handicapped people or children who need added motivation for brushing their teeth. *Toothpicks* can be good dental aids if used properly on their sides to scrape and remove plaque between teeth. *Mouthwash* is a good rinsing agent to help freshen the mouth, but it is not a substitute for proper brushing.		
	Pre-Teaching: Prepare bulletin board or other display of personal care products, labels, packages, names, and pictures.	S.M.14
	Title the display "Beauty Is as Near as Your Bottle, Can, or Package" or "Beauty Is as Near as Your Store."	
	Order filmstrip *Let the Buyer Prepare.*	
	Prepare copies of the Product Comparison and Testing forms for students.	S.M.11 S.M.12 S.M.13
	Transition: Direct students' attention to the bulletin board or display.	
	The title of the display expresses one point of view about the meaning of beauty and how an individual can become attractive. Let us find out how you view becoming attractive.	
	Will everyone stand up. If you agree with the title, raise your hands over your head.	
	If you agree in part with the title, sit down halfway.	
	If you disagree with the title, sit down.	
	Have the class members assemble in groups according to their votes.	
	Each small group of students in turn will give reasons to support its point of view.	
	Allow students a few minutes to confer and think of reasons.	
	Have groups exchange ideas. At the conclusion of the exchange, re-vote to determine any change in point of view.	
	Transition: Whether we agree with the title in whole or in part, most people do purchase some products and services which they hope will help them to be healthy and attractive.	
A consumer is anyone who purchases goods and services for her or his use.	Explain the meaning of the term consumer.	
Goods are the material things which a person buys.	Have students identify personal care or grooming goods which they or their families purchase.	
Personal care goods would include shampoo, soap, toothpaste, deodorants, and so forth.		
Services are the tasks or actions which are performed for you by persons or organizations.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Personal care services would include hair cuts, dental work, manicures, and so forth.	Have students identify personal care services which they or their families purchase.	
Teenagers as a group of consumers spend 10 billion dollars a year on goods and services. Some of the goods and services purchased are related to personal care and grooming.	**Pre-Teaching:** Prepare transparency of the Sales Pitch.	S.M.10
	Pre-Teaching: Prepare a new title for the display: "Let the Buyer Prepare".	
	Transition: Refer to the new title.	
	As I read the Sales Pitch, think about the relationship between the title and the story.	
	Read the Sales Pitch or have a student read it aloud to the class.	
	Ask: What might the title or motto "Let the Buyer Prepare" mean?	
	In regards to the Sales Pitch, what might a consumer or buyer do to be prepared?	
The right to be informed means that the consumer has a right to information about the product and its performance.	Do you read the information on the back of a grooming aid before you buy it?	
Consumers also have a duty to seek out information that will assist them in making a choice among products.	Do you think there are facts stated on the containers which support the impressions you gain about products from television, radio, newspapers, and display panel designs?	
The right to choose means that the consumer has the opportunity to choose among products in a competitive market.	Can you expect any product to increase your femininity or your masculinity? To make you feel happy or free? Odor free? Eternally dry? Years younger or better?	
Closely related to this right is the right to be informed and protected against unfair practices.		
Consumers have the responsibility to do comparison shopping.	Transition: The film *Let the Buyer Prepare* may give us some other ideas to keep in mind as we consider purchasing personal care products.	
Comparison shopping involves using information provided in selecting products and services which satisfy the consumer needs.	View film. Direct Students in summarizing major points.	
Consumers have a responsibility to recognize unfair practices and to be inquiring consumers.	Have each student identify a personal care product which he/she or her/his family use or are interested in purchasing.	
	Give each student a copy of the Let the Buyer Prepare form to complete in regard to the product he/she has selected.	
	Have students collect similar information regarding comparable products.	
Through the careful testing of a product by the user, some information can be gathered to determine whether the product performance is satisfactory.	Explain the Product Testing form.	
	Encourage students to complete product testing in regard to a personal care product.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Most products need to be tested or used several times in order to judge their effectiveness.	When product comparisons are completed, provide written and oral feedback to each student regarding her/his work. If appropriate, students may report their findings to the total class.	
The right to be heard involves the opportunity to register complaints and statements of satisfaction with the manufacturer, seller, and agency which may have legal responsibility for safety and quality of the product. The consumer's responsibility under this broad right includes the following actions: Make honest complaints when merchandise has been found defective or does not perform as advertised. Report satisfactions to the manufacturer and sellers of products which have performed as expected and as promoted. Start at the local level. Telephone, write, or go to the business firm against whom you have a complaint. If you can't solve the problem locally, then contact the manufacturer. How To Complain: Before complaining, read your instruction manual, hand tags, and any other operating or care instructions to see that you have followed directions. Locate sales receipt and study any warranty, service contract, or other papers related to your problem. If calling a local company, ask for the department in which you made your purchase and for the sales person who helped you or the department manager. Make note of the name and position of the person to whom you are speaking. Explain your problem clearly. Listen to the other side of the story; there might have been a misunderstanding. If you feel you are in the right, stick to your position. If one person can't help, you, ask to speak to another.	**Pre-Teaching:** Develop a case situation which describes an incident in which a consumer has purchased a product which is unsatisfactory. Invite a merchandiser of personal care products or equipment to speak to the class regarding her or his position on consumer complaints. or Have students interview several merchandisers regarding their policies on returning goods and registering complaints and satisfactions. Transition: Present case situation to students. Have students identify alternative actions which might be taken and the probable effects on the consumer, seller, and manufacturer. Have merchandiser speak to class regarding ways to express satisfaction or dissatisfaction regarding a product. or Students may report findings from interviews of merchandisers.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
How to make a written complaint: Include in your letter: your name, complete address and phone number description of product (name model number, serial number, etc.) date of purchase place of purchase (name and address of store or dealer) clear description of your problem and any steps you have taken to solve it copies of any contracts, receipts, labels, letters or other related papers.		

S. M. 1 GUIDE TO GOOD EATING: FOUR FOOD GROUPS

MILK GROUP

4 (or more) servings per day of fluid milk or equivalent.

one serving = 8 oz. of fluid milk.

Includes non-fat dried milk, evaporated milk, cheese, cottage cheese, ice cream.
1 slice of American cheese = 3/4 serving of milk
½ cup cottage cheese = 1/3 serving of milk
½ cup ice cream = ¼ serving of milk

VEGETABLES AND FRUITS

4 (or more) servings per day.

one serving = ½ cup or more

Include a dark green leafy or deep yellow vegetable 3 to 4 times a week.
Vegetables and fruits high in vitamin A: broccoli, chard, all"greens", kale, spinach, carrots, sweet potatoes, tomatoes, cantaloupe, apricots.

A citrus fruit, tomatoes or other good source of vitamin C daily.
These are about equal in vitamin C:
1 medium orange, 3/4 cup juice
½ grapefruit, 3/4 cup juice
2 medium tomatoes, 2 cups juice
½ large cantaloupe
1 cup strawberries
3/4 cup broccoli
1½ cups cabbage, raw, shredded

Includes potatoes and dried fruits.

MEAT GROUP

2 (or more) servings per day.

one serving = 2 oz. of cooked lean meat

Includes meat, fish, poultry, eggs, with dried beans, peas, nuts and peanut butter as alternates.

The following equal one serving of protein rich foods:
2 oz. cooked lean meat, poultry, or fish
2 eggs
2 rounded tablespoons creamed cottage cheese (2 oz.)
4 tablespoons peanut butter (2 oz.)
1 cup cooked dried beans or peas

BREADS AND CEREALS

4 (or more) servings per day.

one serving = 1 slice of bread or 1 oz. of ready to eat cereal, or ½ to 3/4 cup of cooked cereal.

Includes enriched or whole grain cereals, spaghetti, noodles, macaroni, grits, cereal and rice.

S. M. 2 GUIDE TO GOOD EATING SCORE CARD

MILK GROUP

FOOD	SERVING SIZE	NO.

TOTAL SERVINGS _____

MEAT GROUP

FOOD	SERVING SIZE	NO.

TOTAL SERVINGS _____

BREAD AND CEREAL GROUP

FOOD	SERVING SIZE	NO.

TOTAL SERVINGS _____

FRUIT AND VEGETABLE GROUP

FOOD	SERVING SIZE	NO.

TOTAL SERVINGS _____

FOODS SELECTED NOT IN FOUR FOOD GROUPS

FOOD	SERVING SIZE	NO.

TOTAL SERVINGS _____

S. M. 3 FOODS: YOUR CHOICES

DIRECTIONS: List all the foods you eat during one day. Indicate the size of serving and the number of servings.

Breakfast or morning meal	Food Chosen	Size of Servings	Number of Servings
A. M. snack			
Lunch			
Afternoon snack			
Evening meal			
P. M. snack			

Servings of food from meat group _____.

Servings of food from the milk group _____.

Servings of food from the bread and cereal group _____.

Servings of food from the fruit and vegetable group _____.

Servings of food that do not belong in four food groups _____.

S. M. 4 WHAT IS THIS THING CALLED SKIN???

Let's start at the top: There are more than 3000 square inches of surface area on the average adult body - that's all skin.

Epidermis is the thin outer layer of skin composed of dead cells. These dead cells are continually shed from the top and replenished with new cells from the underlying layer.

The Dermis...the middle layer. The dermis contains oil, sweat glands and blood vessels which bring nourishment to the upper skin cells.

The Subcutaneous layer is the underlying fatty tissue that acts much like a cushion to protect nerves, glands and blood vessels.

Skin breathes through millions of pores. It absorbs oxygen and expels carbon dioxide which combines with perspiration and amino acids to form the natural protective coating, the acid barrier.

There are many types of skin:

1. NORMAL SKIN is identified by clarity, good color and tone, and natural elasticity.
2. DRY SKIN has a parched appearance, thin texture and a tendency to fine lines and wrinkles. This is due to a lack of natural surface oils.
3. OILY SKIN tends to be coarse, with large pores and a shiny appearance due to overly active oil (sebaceous) glands.
4. COMBINATION SKIN is dry skin on the face, except for the forehead, nose and chin which have oily characteristics.
5. SENSITIVE SKIN is thin and transparent, and is often marked by broken capillaries. It generally reacts adversely to substances that shouldn't normally trouble the average complexion.

S. M. 4 (cont.)

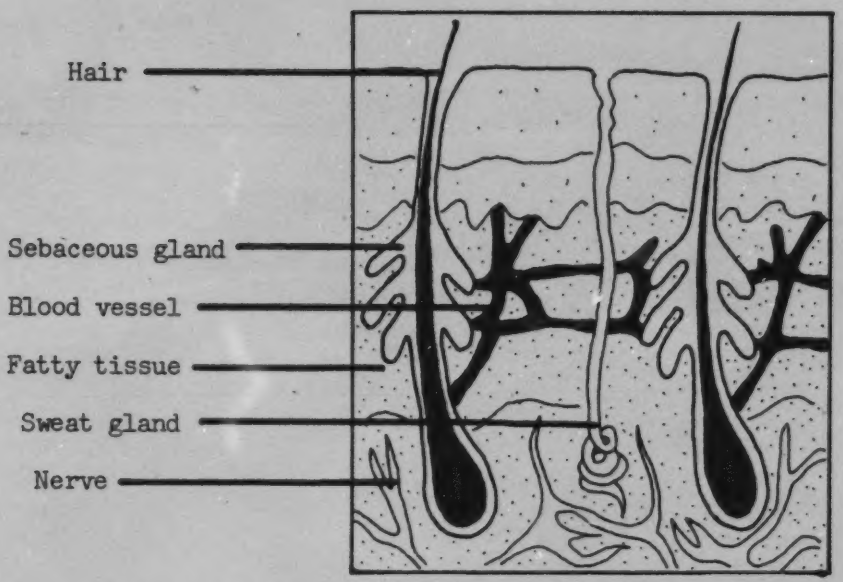
Skin can change. During the course of a lifetime, a complexion can run the gamut of all skin types...from normal to oily to dry.

What's responsible for the susceptibility of skin to change? Almost any condition inside or outside the body. Age can change skin. So can adolescence, pregnancy, menopause, medication, nutrition, nervous tension or emotional stress.

Even weather gets into the act. Excessive humidity or dry air, city soot, grime and pollution all can upset the delicate balance of the protective acid barrier and change the texture of skin.

The basis of all skin care - no matter what type or condition - is proper cleansing. For adolescent skin: ... Keep it clean! The basic recommendations by all skin specialists for acne is: keep skin plugs and fatty or oily secretions of the oil glands off the skin. Allow the skin to function as naturally as possible.

S. M. 5 WHAT IS SKIN?



S. M. 6 HISTORY OF GROOMING PRACTICES

HISTORY OF BATHING

- first bathroom discovered in India about 6000 years ago.
- Egyptians enjoying shower in 3000 B.C.
- bathing in B.C. is a luxury of wealthy.
- water-flushed toilets about 2000 B.C.
- 400 B.C. public bathhouses flourished.
- about 300 A.D. men would take baths which would last 5 hours.
- public baths declined with the fall of the Roman Empire.
- public bathing reintroduced into Europe by knights returning from crusades.
- looked down upon in medieval times.
- disguised the results of lack of bathing with perfume.
- Queen Isabella is said to have had 2 baths: one at birth, the second at marriage.
- Henry IV of England established the Order of the Bath 1399, thus assuring his knights would get at least one bath—part of the dubbing ceremony.
- Napoleon gave bathing a boost when he gave Josephine a tub as a gift.

HISTORY OF DENTAL CARE

- earliest recorded date is 1550 B.C. refers to medications for toothaches.
- tooth extraction performed by ancient Greeks, only loose teeth removed.
- decayed tooth cauterized by inserting red-hot wire into it.
- teeth replaced by natural teeth of hippo ivory, ox bones, and teeth or walrus tusks.
- wealthy Romans had their teeth cleaned by their slaves. Special sticks and tooth powders, burned eggshell or pumice.

Middle Ages
- extractions usually performed by barber-surgeons.

Renaissance
- 15th Century
- first dentist known to fill teeth with metal such as gold, lead or tin which was beaten thin and cut into fragments.
- 16th Century
- science of dentistry is greatly advanced with the anatomy of teeth.
- 17th Century
- microorganisms were found on teeth.
- 18th Century
- dentistry is a field separated from medicine.
- dentures only available to very wealthy and first time porcelain is used.

The toothbrush:
- first toothbrushes were twigs or roots.
- many spent up to an hour in the morning cleaning their teeth.
- it was a law and religious duty to care for teeth.

Mouthwashes and dentrifices:
- recorded as early as 1500 B.C.; such things as powder of flint stones, green lead, and honey in equal parts mixed and rubbed on teeth.

S. M. 7 STUDY GUIDE—PERSPIRATION

NAME _____

PERIOD _____ DATE _____

PERSPIRATION

DIRECTIONS: Using the information from the pamphlet Understanding Perspiration complete the following questions.

1. Approximately how many sweat glands do you have?

2. You secrete what quantity of perspiration in 24 hours?

3. What is perspiration made of?

4. When does odor occur from perspiration?

5. What effect does the odor have?

6. What damage does perspiration do to clothing?

7. Should you be concerned with the damage to your clothing? (answer this one on your own)

8. What is a deodorant?

9. What is an antiperspirant?

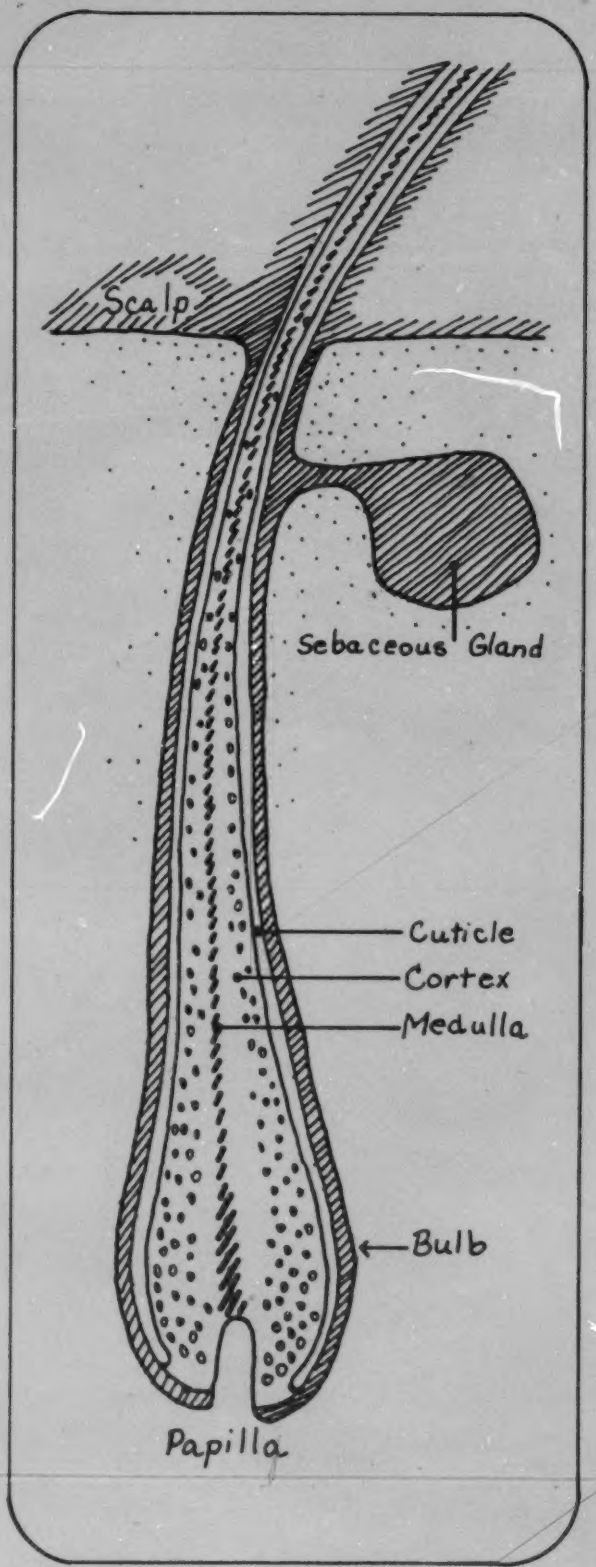
10. Sara is a very active 13 year old. She runs 1½ miles to school in order to help get in shape. She plays on the basketball team. She also plays tennis and rides bike with her friends. She is also doing exercises in preparation for skiing this coming winter. Would she use a deodorant or antiperspirant? Why?

11. David is a 12 year old. He is more interested in science than sports. He spends a great deal of time reading science magazines and doing experiments Would he use a deodorant or antiperspirant? Why?

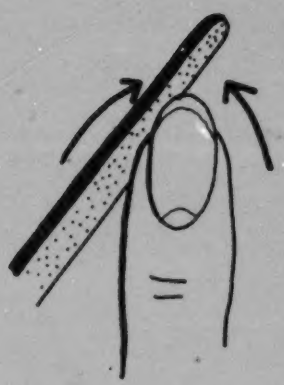
12. Which do you use, a deodorant or antiperspirant?

13. Why did you make this choice?

S. M. 8 HAIR AND HAIR FOLLICLE

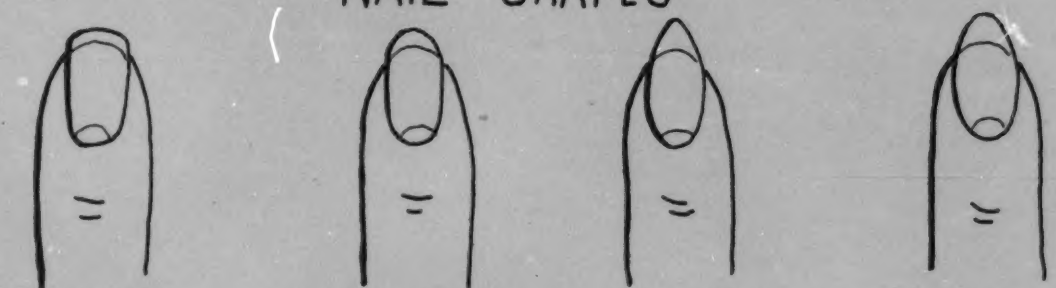


S. M. 9 SHAPING NAILS



SHAPE NAILS CAREFULLY TO CONFORM TO FINGERTIPS. TO AVOID SEPARATION OF LAYERS, FILE IN ONE DIRECTION-- TOWARDS THE CENTER.

NAIL SHAPES



SQUARE · ROUND · POINTED · OVAL

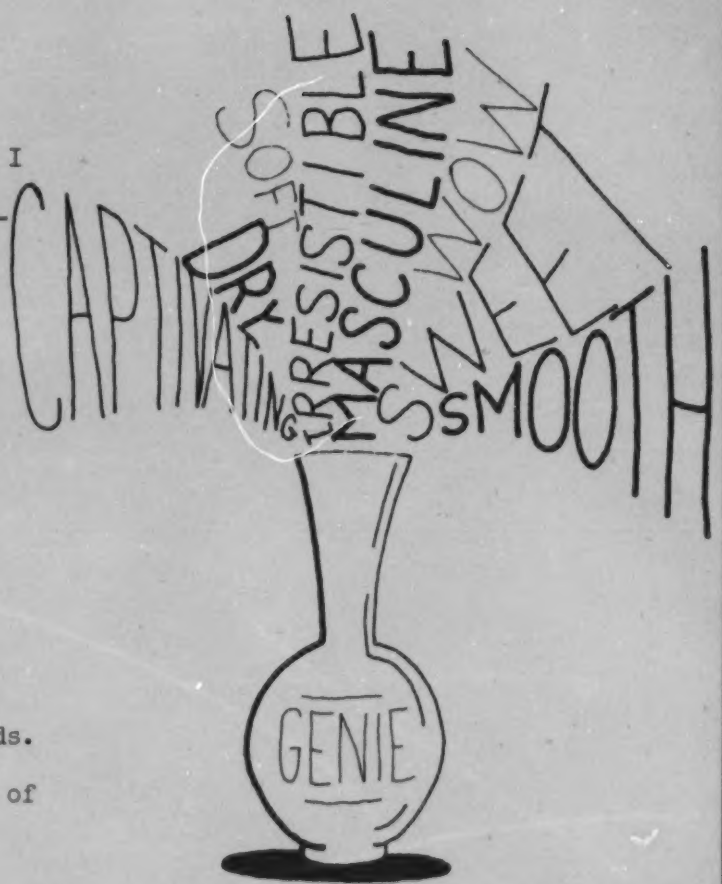
S. M. 10 SALES PITCH

Ladies and gentlemen, I have exactly what you've been looking for. Spend a few pennies and you can be more handsome, more beautiful than you have ever dreamed you could be. The magic is all right here in this bottle.

The aroma will convince you that I have exactly what you have been looking for. Of course you want to be one of the first to own this Genie Bottle. It can be yours. Just look at the wonders it holds. Who will be able to refuse?

The rare ingredients in this product come from India, Persia and mysterious China. The Genie Bottle will make you the envy of your friends.

Step right up and take advantage of this once in a lifetime offer.



S. M. 11 PRODUCT COMPARISON

Student _____

Product Type _____

Brand	Size	Cost	Information on Package or Label (write out)	Information on 1 Advertisement (source - newspaper, magazine, T.V., or radio)

S. M. 12 PRODUCT TESTING

Student _____

Product	How Used? (directions for use)	Condition of skin, hair, etc.	Effect on body part	Would you use again? Why?	Rating 1=High 5=Low
Lava soap (example)	rubbed hands 4 times to get lather	skin clean but rough	rough skin	yes, clean	
Palmolive soap					
Lux soap					
Cameo soap					

S. M. 13 PRODUCT COMPARISON

Student _____

Product Type _____

Information from Testing Agency		The Brand I would Buy
Source:	Report	Because

REFERENCES

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Dowling, Colette. The Skin Game. New York: J. B. Lippincott Co., 1971.

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"Acne Remedies: Clearing Up the Confusion." Consumer Reports, February 1974.

"Basics on Hair Care." Co-Ed, December 1972.

"Cosmetics and Personal Grooming Aids." Consumers' Research Magazine, October 1974 and Handbook of Buying, 1975.

"A Guide to Buying Wigs and Hairpieces." Co-Ed, December 1970.

"Heads Up...Be Yourself." What's New In Home Economics, May/June 1974.

Pamphlets:

"A Guide to Good Eating." Poster and Student Leaflet, National Dairy Council, 111 North Canal Street, Chicago, Illinois.

"Between 13 and 18? Then This is For You." "Diet and Dental Health." "Dental Health Crossword Puzzle." Minnesota Department of Health, Section of Health Education, 717 S.E. Delaware Street, Minneapolis, Minnesota.

"Dandruff." "Deodorants and Antiperspirants." "Something Can Be Done About Acne." "The Use and Abuse of Soap." Committee on Cutaneous Health and Cosmetics, American Medical Association, 535 North Dearborn St., Chicago, Illinois.

"Face Up." Mennen Co., Morristown, New Jersey.

S. M. 14 (cont.)

"How the Consumer Can Report to FDA." How the FDA Works for You." "The Hexachlorophene Story." "Laws Enforced by the Food and Drug Administration." "Medicines: Prescription and Over the Counter." Federal Food and Drug Administration, 240 Hennepin Ave., Minneapolis, Minnesota.

"Neat is Not A Dirty Word." Gillette Co., Toiletries Dividion, 100 Charles River Plaza, Boston, Massachusetts.

"Orthodontics - Questions and Answers." American Dental Association, 222 E. Superior Street, Chicago, Illinois.

"A Rather Curious Chronicle on Cosmetics." Owen-Illinois, Toledo, Ohio.

"Understanding Perspiration." Mitchum-Thayer Inc., Paris, Tennessee.

Filmstrips:

The Acme Acne Factory. (Film. with record, Free) Teachers Library, Inc., 1841 Broadway, New York, New York.

Food Models. National Dairy Council, 111 North Canal St., Chicago, Illinois.

Laurie Learns A Secret. (Film. 20 min. color) Minnesota Department of Health, Section of Public Health Education, 717 Delaware St. S.E., Minneapolis, Minnesota.

Let the Buyer Prepare. (Film. color) Proctor and Gamble, Educational Services, Cincinnati, Ohio.

Snack Facts. (Film. 13 min. color $18.00) Encore, 1235 South Victory Blvd. Burbank, California.

Science Fights Tooth Decay. (Film. 13½ min.) B/W Minnesota Department of Health, Section of Public Health Education 717 Delaware St. S.E. Minneapolis, Minnesota.

Why Snack. (Film. 3 min. color) National Dairy Council, 111 North Canal St., Chicago, Illinois.

UNIT TITLE: *BECOMING A PERSON—A LIFELONG PROCESS*

UNIT FOCUS: This unit is directed to helping students develop a realistic and favorable self-concept. Experiences in the unit encourage students to accept themselves and seek opportunties for growth and development of personal potential. Individuals are presented as trustworthy, capable and able to exercise self-determination in regard to personal development. Conforming and stereotyping as ways of behaving are examined in terms of the probable effects on personal development. Students have some opportunity to exercise independent thinking and express personal ideas through value clarification and communication exercises.

RATIONALE: Human beings possess the potential for development of a variety of capabilities. Experiences of success and failure which children and young people have had before reaching middle childhood or early adolescent influence the self-concept. Individuals appear to behave in ways which are congruent with their concept of self. They select those activities they feel adequate to perform and avoid those in which they are less able. Early adolescence is a period of development in which young people are exploring new responsibilities, trying out new roles and attempting to work out ways of behaving. These activities are necessary to the continued growth and development of self identity. A positive and realistic self-concept can assist young people to accept failure and success in these exploratory activities and later in life. Instruction which helps the young people to understand conditions which may affect the development of the self-concept may provide a measure of control over the impact those conditions have on the individual's development. Furthermore, an open examination of the concerns of young people may contribute to the young person's feeling of adequacy and self-worth.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the types of development which are components of human personality
Comprehension of the concept of self-image
Identifies components of development related to personal self-image
Willingness to identify components of the self-image
Knowledge of factors which influence development of self-image
Sensitivity to factors which influence development of personal self-image
Willingness to respond positively to a variety of personal characteristics
Comprehension of the concept of ideal-self
Identifies components of the ideal-self
Comprehension of the processes of personal development
Comprehension of the effects of stereotyping on personal development
Comprehension of the effects of conforming behavior on personal development
Knowledge of the effect of values on personal development
Recognizes personal values
Awareness of situations which involve value issues
Willingness to consider alternative courses of action in regard to personal development
Knowledge of the process of open communication
Willingness to practice techniques which foster open communication

EDUCATIONAL BACKGROUND: None. Level 1.

SUGGESTED TIME: 2-3 weeks.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Review Notes to the Teacher.	S.M.1 S.M.2
	Prepare materials for Exercise in Getting Acquainted. Adapt and prepare copies of concern survey.	S.M.3
	Introduction: Direct students in the completion of the first part of the getting acquainted activity.	
	When students are matched back to their cards, Ask:	
	As you talked with different people did you find their answers to any of the questions similar?	
	What were some of the answers that were similar?	
	Did anyone answer all the questions in the same way in which you answered?	
	Is there someone who did not talk to another person with any answers similar to theirs?	
	On the back of the card write the answers to the following questions.	
	What kind of work do you think you might like to do in the future?	
	What is your favorite leisure time activity?	
	When students have responded, continue:	
	Talk with two other people seated near you.	
	Find out whether they have similar or different interests.	
	Allow time for students to exchange ideas, Ask:	
	Did anyone talk to someone who had the same interests? Did anyone share at least one interest with someone else?	
	What was that interest? If there are others in the class with the same interests raise your hands.	
	How many of you had different interests from those just identified? What are some of your interests?	
	What does that seem to say about the people in class?	
	Do we share some common interests?	
	Do we each have some individual interests that tend to be ours alone?	
	Explain purpose of concern survey and direct students in completion of survey.	
	Pre-Teaching: Prepare copies of Discovering A Person. Fold the paper to reveal only the first set of directions and space for student responses.	S.M.4

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL

Transition: People appear to be alike in that all have interests. Some people share the same interests and are alike in that way.

People appear to be different in some of their interests.

The concern survey seemed to indicate that many people are concerned about some of the same topics. However an individual's particular question or concern is probably different from those of others.

Let's try to discover some other ideas about the similarities and differences of people.

Read directions with students and direct them in the completion of part I and II of Discovering A Pe[illegible]

Read part III with the students. Answer any questions which they may have regarding the circumstances of the search for the special person.

When students have completed the section, share responses and record descriptions on chalkboard, Ask:

Which of the phrases that describe your person belong together?

Why are they similar?

Accept student groupings and encourage them to identify basis for grouping.

If the person is employed, what changes might he or she have to make?

Why?

If the person is a student, what changes might he or she have to make?

Would the person need to change the types of activities in he/she takes part? Why?

Would the person need to change any of their ideas and beliefs?

Why would the person need to change some of her/his ways of behaving?

Which of the phrases seem to belong together?

Why do they belong together? How are they alike?

Continue with a similar line of questioning to group various phrases.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Psychological development refers to activity of the mind, characteristics or qualities which are part of psychological development and include ways of thinking, ideas and understandings, feelings, attitudes and interests. The particular psychological development of an individual helps to distinguish that person from other people.	Phrases are likely to refer to characteristics related to social and psychological aspects or components of the individual's personality. Help students to differentiate between physical, social and psychological aspects of the person. For example, if my favorite person was someone who liked to be in a group with others and seldom did things alone, would these characteristics be more closely related to the social, psychological or physical aspects of the person? Phrases are likely to be grouped in terms of physical characteristics of the person, clothing worn, and personal interests. When grouping is completed, Ask:	
Physical development refers to the form and appearance of the body. Characteristics which are part of physical development include: height, weight, sex, hair, eye and skin color and other features such as freckles, scars etc. An individuals's physical development helps to differentiate her/him from other people.	How are the characteristics listed under physical qualities different from those in the other groups? Are there likely to be many individual's with exactly those same characteristics? Why would describing the clothing worn be helpful? Do people usually choose the same kind of clothing? Why? Why would it be helpful to know what the person's shopping interests might be? Would there be many people with similar interests? What are some of the characteristics which make individuals unique? Read part IV with students. Answer questions which they may have regarding the circumstances of the situation. When students have completed this section share responses and record on chalkboard. To encourage students to be precise in identifying qualities that might be changed, Ask:	
Social development refers to the ways in which the individual reacts to and relates to other people. The types of relationships individuals form with others and the number of relationships which are formed are part of the individual's social development. The particular social development of an individual helps to distinguish that person from other people.	If my favorite person was a collector of books about cars and liked to read, would this characteristic be more closely related to social, psychological or physical aspects of the person? If someone's favorite person had a mini bike and rode it with her or his friends and did the repair work on it, what aspects of the person's personality might be involved? If someones's favorite person disliked groups and did not enjoy having to give speeches or talk in front of people, but enjoyed talking with one or two people, what aspects of the person's personality might be involved?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Continue, each of us selected a special person in our lives. What can we say these special people had in common? How were they similar?	
All people develop in similar inter-related areas. The physical, social and psychological characteristics of people contribute to their individuality.		
	Pre-Teaching: Prepare copies of Who Am I? for each student. Assemble materials which students may use to depict aspects of their self-image.	S.M.5
	Pre-Teaching: Secure copies of **As You Like It, Charlie Brown** and **Good Grief, More Peanuts.** Select cartoons which illustrate the self-image of Charlie and Lucy.	S.M.22
	Prepare copies for viewing by students.	
	Transition: We often discribe other people and talk about characteristics that make them unique. Perhaps we less often think about our own unique personality and who we are.	
Individuals are similar in that each person has a self-image.	When we study or talk about ourself we are thinking about our self-image or self-concept.	
The self-image is the actual, almost visual picture an individual has of herself or himself.	Explain the meaning of self-image. Give several specific examples of statements individuals might make about themselves which would reflect self-images.	
Self-image is the way one sees oneself.	Point out that statements about the self may or may not be accurate. They are statements which the individual believes are true about herself or himself.	
The conscious and unconscious evaluation of all one's characteristics, assets and behaviors is one's self-image.	Introduce part I of the Who Am I activity. The activity should be completed independently, if it is to be helpful in putting students in touch with themselves.	
	When students have completed their personal illustration of self-image, continue:	
	If someone described herself/himself as strong, a fast runner, well co-ordinated, able to play games such as volleyball or basketball, what would have led the person to think that about herself/himself?	
	What people might have influenced the person to think of herself/himself in that way? What kinds of things might they have said?	
	If someone thought he/she was well liked by other people and got along well with others, what would have led the person to think about herself/himself in that way?	
	Let's look at two cartoon characters familiar to all of us and find out something about their self-images and the factors which may have contributed to their self-images.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
A variety of factors in one's surroundings influence the development of self-image.	Show copies of cartoons to students. Ask: What is characteristic of Charlie's self-image?	
The success or sense of accomplishment which is experienced in doing different tasks and types of work contributes to self-image.	What is characteristic of Lucy's self-image? What do you think helped Lucy develop confidence? What clues suggest that she has ability to perform?	
The manner in which other people treat the individual can contribute to a self-image.	What do the other characters do to give Lucy a feeling of confidence? What has helped Charlie form his particular self-image?	
	Explain Part II of the Who Am I Form. Demonstrate the interview procedure which might be used to help ensure that accurate, thoughtful statements would be reported. Students may complete part of the activity in class (interview of the acquaintance and possibly a friend). The remainder of the activity can be completed as an out of class assignment. **Pre-Teaching:** Select several cartoon series from the works of Charles Schultz which illustrate positive traits of the characters which are often overlooked. i.e. C. Brown, patience, try-try again attitude. Prepare copies for viewing by students as a total class or in small groups. Prepare three colored circles for display. Label the circles self-image, other image and ideal self. Prepare a numbe of slips of colored paper approximately 4" x 2". The slips of paper will be used by students to identify traits which they feel are part of their self-image and the image others have of them. When all parts of the Who Am I activity is completed direct the students in the following summarizing activity. Answers may be written and kept private. In what ways did others see you as you see yourself? Which comments did you find surprising? When students have completed this private summary of ideas direct them to answer the following questions on slips of colored paper. Give each student several slips of each color. What characteristics about yourself do you like? (yellow) What qualities or characteristics were you pleased to have other people mention? (orange) What qualities would you like to add or change? (pink)	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Collect slips, read qualities and attach to circles labeled self-image, other image and ideal self.	
Individuals have certain qualities or traits that they like about themselves.	Is there a difference in the number of answers to each of the questions?	
	What can we say to describe that difference?	
Individuals have certain qualities or traits that they would like to change or develop further.	What might we be able to say about qualities or traits that are a part of each of us?	
	Who found it difficult to list many traits or qualities they liked about herself/himself?	
	Who found it difficult to list traits they wanted to change?	
	Transition: We often overlook traits and qualities that enrich and make living better beacause it seems easier to think about things to change and improve.	
	Present cartoons.	
	Your task in working with these cartoons of Charlie Brown and his associates is to identify qualities of the various characters that add to the richness of living and make living good.	
	Allow time for students to view cartoons and identify characteristics of characters. Ask:	
	What characters were in the cartoon?	
A variety of qualities or traits are acceptable.	What traits or qualities did they appear to be portraying?	
	What effect might that trait have on others?	
A variety of qualities or traits contribute to the richness and goodness of living.	How does it help the person in the situation?	
	Continue reporting until each cartoon has been examined.	
	What do the cartoon characters seem to tell us about the traits that each one of them has developed?	
	Transition: From your interviews and self-image illustrations it appears that a variety of characteristics and traits are part of different individual's make-up.	
	It also seems that different people have identified some characteristics they would like to change.	
	The puzzle which we will do may acquaint you with some other characteristics which people may develop.	S.M.7
	Direct students in the completion of the puzzle.	
	At conclusion of the activity direct the students in the following activities.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Circle the traits you would like to find in your friends.	
	Star the traits which you want to develop.	
The ideal self is the way an individual hopes he or she will become in the future.	Explain the meaning of the ideal self. Represent it with a large colored paper circle.	
The ideal self is a goal toward which an individual strives in the process of becoming.	Have students identify qualities they would like to develop and write those words on the colored circle.	
	Select some traits identified by students and clarify the meaning of the terms.	
	Tolerant appears as a trait someone might wish to develop. What does tolerant mean?	
Individuals are capable of making slow and steady progress toward the kind of person they view as an ideal self.	If someone were tolerant how might he or she behave?	
	Would that trait be important to them next year?	
	Would it be good for other people to possess that trait? Why?	
	Students may list personality traits or qualities which are part of their ideal self.	
	Pre-Teaching: Order and preview filmstrips. **Your personality: The You Others Know.**	S.M.6 S.M.22 S.M.8
	Prepare copies of Personality Discovery Survey. (Optional)	
	Show filmstrips and carry out discussion suggested on Support Material.	
	Students may complete personality survey.	
	Pre-Teaching: Prepare bulletin board.	S.M.9
	Secure readings which illustrate concept of conformity and effect of conforming behavior.	
	Prepare study questions.	
	OR	
	Identify and secure the cooperation of several students to participate in an experience in non-conformity.	
	Each volunteer is to behave in a manner which is different from the norm of the group to which he or she usually conforms. i.e. dress in a costume which is outdated or a costume appropriate to a younger individual.	
	Individuals who volunteer must act normally in all other respects and must keep the reason for their non-conforming behavior a secret.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Volunteers are to observe and keep a record of the reactions of other people to them. They are also to be aware of their own feelings as they behave in a non-conforming manner.	
	The teacher may want to be the volunteer without the knowledge of the students, other faculty or school administration. Note the same kinds of reactions.	
	Transition: Divide the class into small groups or work with the total class.	
	Refer to bulletin board. If the title appears with the bulletin board students may exchange their ideas regarding the meaning of the title and display.	
	If the title does not appear the groups may develop a title which they think would be appropriate and convey a message. Share titles and reasons for choice.	
	Students responses to the following question may reveal a divergence of opinion. Accept students point of view and ask them to clarify by giving examples to illustrate and support their ideas.	
Individuals are capable of making slow steady progress toward the kind of person they view as an ideal self.	What does born original mean to you?	
	What original potential have you already developed? a) way of walking, speaking, smiling b) sense of humor c) enjoyment of certain activities d) skills, reading, writing e) ways of relating to people	
Becoming is a process of change and development, which can be continuous throughout life.	What does becoming mean?	
	When do people stop becoming?	
Through choice making individuals have opportunities to control the experiences they will have; therefore they can influence their own becoming.	What might becoming a carbon copy mean?	
	What happens to original potential when a carbon copy is made?	
	Who controls or is responsible for a person becoming a carbon copy?	
	Who is responsible for a person continuing to develop as an original?	
	What factors might influence one's development? What people might influence one's development?	
	Transition: The experiences which individuals choose as part of their lives or which become part of their lives through other circumstances can affect their becoming their ideal self.	
	The stories which we will read may tell us something about becoming.	
	Assign stories to students in small groups.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Students may share in reading stories and completion of study guide.	
	Discuss and clarify student responses to questions on the study guide.	
	What is taking place in the story?	
	What are the different choices that might be made?	
	How do the characters feel about the choices?	
	What was decided?	
	Why was that choice made?	
	What happened as a consequence of the choice?	
When individuals conform they behave in such a way as to be in agreement with the rules, expectations, standards or ways of behaving of groups or other individuals.	How would you have reacted in the situation? Why?	
	What does it mean to conform?	
	What effect might conforming behavior have on development of individual potential?	
Individuals frequently conform in order to be accepted.	Under what condition might it be helpful to conform? Give examples.	
When an individual freely chooses to behave in a particular way and that way of behaving is in conformity with the group the individual may experience a feeling of security, support and comfort.	Under what conditions might it be harmful to conform? Give examples.	
	OR	
	Carry out the direct experience in non-conforming behavior.	
	Volunteer students or teacher may report their experience in non-conforming to the class. Include the following:	
	Describe the type of non-conforming behavior.	
Individuals who conform to group standards which are not their own personal standards may experience anxiety or feelings of guilt.	Reaction of peers or norm groups to behavior.	
	Reaction of others to behavior. (spoken and unspoken)	
	What feelings did I experience?	
Individuals who conform to other's expectations, standards, or ways of behaving without having considered their own point of view may limit or restrict opportunities for development.	Ask:	
	What does it mean to conform?	
	What effects might conforming have on the development of individual potential?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Under what conditions might conforming be helpful to development of individual potential? Give examples.	
	Contrast conforming behavior with deliberate choice making. The decision made may be the same; however, the processes of arriving at the decision and the reasons for the decision may be different.	
	(Students may complete the following activity in writing and hand in as an unsigned assignment or they may discuss it orally.)	
	Challenge students to identify a personal opinion which they hold that might be unpopular or different from their friends. Related to: shoplifting cheating skipping school studying in school smoking drugs choosing clothing being a member of a clique	
	Write down ways of behaving which would affirm that opinion.	
	Pre-Teaching: Secure a copy of the Marlo Thomas recording: **Free to Be You and Me.**	S.M.22 S.M.10 S.M.11
	Prepare copies of How I Really Think and Feel.	
	Prepare copies of stereotyping examples and non-examples.	
	Transition: How we think about ourselves and others may influence whether we will become carbon copies or originals.	
	Distribute copies of How I Really Think and Feel to students.	
	Allow time for completion of the form.	
	Record student responses to questions 1, 2 and 7 on chalkboard.	
Stereotyping is the process or act by which individuals are thought to have certain personality characteristics because of their membership in a particular group.	Explain the concept of stereotyping to students through the use of the examples and non-examples. Point out similarities among examples and differences betwen examples and non-examples, Ask:	
	If an individual is treated on the basis of a stereotype, what effect might that have on the person's self-image?	
Stereotyping occurs when the individual and unique characteristics of the individual are overlooked. The individual is labeled on the basis of limited knowledge or appearances.	What effect might it have on development of all her or his capabilities?	
	Refer students to survey information on chalkboard, Ask:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Stereotyping results in confining and limiting the individual's potential for becoming her or his best self. Stereotyping produces false feelings and attitudes about the individual who is stereotyped. Sex role stereotyping is the assigning of certain behavior patterns, habits, traits, expectations to men and women because they are members of the female or male sex.	How might the responses recorded on the chalkboard be related to stereotyping? What similarities do we find in the responses to question 1? What differences do we find in the responses to question 1? How might either set of responses be related to stereotyping?	
Stereotyping limits and restricts opportunities to gain knowledge of one's potential through experience. Stereotyping limits and restricts opportunities to develop unique individual potential.	If you believed the statements in either set, how would you treat someone who was a girl? Continue a similar line of questioning in regard to the other responses. What effect would it have on people being their best selves? Play section of the recording of **Free to Be You and Me.** Students may listen and list stereotyped traits. Following the listening session have students explain how stereotyping individuals because of sex may limit development. Refer to bulletin board. Ask: How might stereotyping make one a carbon copy? Refer to previous situations in the examples of stereotyping. How would understanding stereotyping help the individual in each situation? Select any of the experiences identified in the support system to further develop the students understanding of the effects of stereotyping. **Pre-Teaching:** Prepare copies of Coat of Arms exercise. Prepare transparency copies of Experiences-Value Development. Direct students as they complete the exercise. Students may share some of the information with total group or with a particular person. Teacher can also complete exercise and share some information with the class.	S.M.13 S.M.14 S.M.14 S.M.15

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Values are ideas regarding what is good, worthwhile, desirable and right. Values are prized and cherished. Persons who hold a particular value will affirm it publicly. Values are relatively stable and unchanging. A person who has ideas about what is good, worthwhile and right will not be easily changed from her/his point of view.	At the conclusion of the exercise introduce the concept of values and explain the ideas presented in the conceptual content. Section 3, 4, 5, of the Coat of Arms may be used to illustrate the ideas. **Pre-Teaching;** Select one or two of the responses which students gave on Coat of Arms section 3, 4, 5. Write the term which identifies the value in the figure on the transparency. i.e. kindness, honest, loyal, trustworthy Transition: Several of the class identified _____ as being an idea which was important to them. How did that idea become important to you? What experiences have you had which have helped to make that an important idea? What people may have influenced you to hold this as an important idea? What role might your friends have in developing your ideas of what is important or good?	
Values have been developed by individuals through the experiences they have had and further experiences may result in values changing.	**Pre-Teaching:** Select one or more value issues and technique for involving students in valuing process. Prepare printed copy of value issues. Transition: The situation described on the sheet of paper which you have is one which requires choice making. Read the situation aloud with students and lead them through the following activities. What is the decision that the individual faces? What are possible courses of action? What are the effects or consequences of each course of action? Consider self and others. Select a course of action. Why did you select that course of action? What was most important to you?	S.M.16 S.M.17

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	How do you feel about your choice?	
Individual's values may be more truthfully revealed by their actions than their words.	Allow groups of students to complete valuing process with one of the value issues presented in the support material or other issues prepared by the teacher.	
The reasons people have for making choices reveal or indicate values more accurately than the choice itself.		
	Circulate to groups and encourage them to be thoughtful in answering the questions and making choices.	
Values serve as basis for making choices among differing courses of action.	Each student may write their personal response to the following questions. It may be handed in unsigned.	
	Which course of action would you choose?	
	Why does that seem to be the best action to take?	
	What was most important to you in making that choice?	
	How do you feel about your choice?	
	Pre-Teaching: Secure recordings of **Sounds of Silence** by Paul Simon.	S.M.19 S.M.20
	Prepare exercise Communicate Being You.	
	Refer to previous interviews How Others See Us and Discovering Traits. Often we are surprised by ideas others have of us and the way they treat us. Perhaps we do not communicate ourselves accurately to others.	
	Direct students in the completion of Communicate Being You exercise.	
	Ask each student to select one answer that they would be willing to tell the class.	
Open communication is a process by which meanings are exchanged between people through verbal symbols (words, oral or written) and/or through non-verbal symbols (posture, expression, gestures.)	If it seems appropriate, several students may communicate their responses or the teacher may communicate a response.	
Open communication occurs when the persons exchanging meanings express their ideas as clearly as they can.	Use the instances of communication to point out the ideas in the conceptual content.	
Open communication occurs when persons exchanging meanings express their feelings as clearly as they can.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Communication occurs when the persons involved listen actively and attentively to the message. Communication occurs when the persons involved try to understand each other.		
	Ask:	
Listening is also a communication skill.	How does someone behave when he/she is listening?	
Listening requires that attention is focused on the speaker.	List as many behaviors as possible.	
Listening requires that an attempt is made to understand the speaker's point of view.	Group those that are similar.	
Active listening requires that the listener seek clarification when parts of the communication are unclear.	How does someone behave who is not listening?	
	Group those that are similar.	
	Collect students unsigned responses to Communicate Being You.	
	Pre-Teaching: Prepare statements based on student responses to Communicate Being You which can be used to practice expressing feelings and listening for meaning.	S.M.18 S.M.21
	Review support materials related to communication.	
	Divide students into pairs and give each pair a card on which several statements are written.	
	Direct students in practicing communication which expresses feelings and in listening for meaning.	
	Play the **Sounds of Silence** and ask students to listen for the message.	
	Lyrics may be written on overhead for further help in the communication process.	
	What is the song trying to communicate about conversations between individuals?	
	Introduce the concept of levels of communication.	
	Utilize as many levels as seem appropriate to students.	
	Divide class in small groups of 4-6 students and ask each group to develop a role play which illustrates a particular level of communication.	
	Ideas for communication subjects may be taken from the students concerns survey.	
	Each group can present their communication role play and the remaining students in the class can act as observers and listeners for statements which communicate	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	feelings and ideas clearly and for examples of active listening.	
	Pre-Teaching: Assign section "Do You Know Where You Are Going" from **Maturity and Growing Up Strong.**	
	OR	
Self-determination means that individuals have power to influence and direct the course of their life.	Select biographies and short stories which illustrate the concept of self-determination. The school librarian is a resource person who can assist in the identification of appropriate books. Assign readings.	
Self-determination means that individuals use their capabilities to direct the course of their life.	Students may report significant instances from the readings which illustrate the concept of self-determination.	
	Pre-Teaching: Review the unit and identify significant ideas which have been developed related to the meaning of becoming or development and the processes of development.	
	Collect illustrative materials associated with taking a journey or trip. (maps, pictures of travelers, pictures of traveling, pictures of difficulties and pleasures encountered in traveling) Display materials in the classroom.	
	Transition: The activity which we will try to do today may be most enjoyable if you are in groups. Divide class into groups which are compatible.	
	The work we will do today requires that each of you think creatively and each of you try to be original in your responses.	
	We will start by comparing two things with which you are familiar.	
	How is a school bus like an elevator?	
	Possible responses:	
	Both carry people.	
	Both have drivers or operators to start and stop them.	
	Both come in different sizes.	
	Both need some form of energy to make them go.	
	Reward responses which point out similarities.	
	Let's try another. How is a school assignment like a jigsaw puzzle?	
	Possible responses:	
	Some puzzles are easy, some are hard, so are school assignments.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL

Assignments can sometimes be done with others, puzzles can also be put together with others.

Both require people to get them done.

Continue to encourage responses from all groups. Stop as soon as students appear to have grasped the idea of comparison.

The next part of our work involves the ability to think and feel like something else.

Imagine that you are a thunder storm. How does it feel to be a thunderstorm?

Accept student responses.

Possible responses:

I feel angry.

I feel like dancing and playing the drum.

I feel like painting with lightning all over the sky.

What does a thunderstorm think? I get tired of rumbling and rumbling.

Select other objects for personal analogy. i.e., socks, snowflake, milk carton, wastebasket

Continue with the personal analogy until students are responding freely.

The ideas we have been studying about have had to do with development of the person.

Mention some of the most significant ideas or ask students to give ideas.

How is a vacation trip like the process of becoming?

Direct students to make an analogy between the process of becoming and taking a vacation trip. Look at the display around the room. What ideas do you get? Write them down on paper. How is taking a vacation trip like becoming? (Share responses orally for a couple of minutes.)

Now imagine that you are a vacation trip. How does it feel? What is it like to be a vacation trip? (Encourage student responses.)

Think of all the ways in which becoming is similar to a vacation trip. List student responses on chalkboard. Ask students to **explain** their responses. How is becoming like a vacation trip? Student responses: A vacation trip and becoming both change a person. When you go on a vacation trip you have experiences that affect you. In becoming you have experiences that also affect you. A vacation

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	trip and becoming are both planned by people. It takes someone thinking about what should happen in planning a vacation trip and becoming. In both instances a person or people have some control over what is to happen. People try to direct both. Encourage student responses. Accept all that point out similarities. Help students to clarify ideas through their explanation of similarities. What are the differences between a journey and becoming? List student responses on chalkboard. (A journey or trip has an end or stopping point, becoming never ends as long as a person is alive. Many different people sometimes take the same trip but only one person experiences her or his becoming.) As differences are identified other similarities may be noted and can be added to that list. At the conclusion of the activity students may respond to the following statement: To me becoming means	

S. M. 1 NOTES TO THE TEACHER

The following support materials offer a variety of teaching suggestions, tips and personal interpretations that may be helpful to you.

This unit has been kept flexible in that the pupil-teacher interaction has not been specified in relation to time to be devoted to each section. You will be the best judge of timing in your situation. In some sections more activities and materials are suggested than you may find suited to your situation. Some are similar to each other and a selection may be made to insure that a variety of meaningful learning experiences are chosen which meet the interests and needs of your students.

Class discussion is an important learning activity in this unit. However, occasionally a class may be very shy or hostile. Experience seems to indicate that high school students serving as discussion leaders are often helpful in this situation. In the Twin Cities, a peer education organization called Teenage Health Consultants (TAHC) works through local health clinics and may be contacted as a source of discussion leaders. Other sources of youth leaders might be the FHA chapter or former students. Students are often more open and responsive with their peers than with an adult.

Another opening suggestion is to make good use of bulletin boards. Have a colorful abstract background which is eye-catching and can be used throughout the unit for pictures and ideas. The pictures and lettering can be changed frequently. The bulletin boards can be used to introduce new concepts to students or to stimulate class discussion. The actual collection of ideas and materials for the bulletin boards could be worked into class assignments.

Ideas for display on bulletin board, display board or chalkboard.

"All the turtles of all the tomorrows are hidden in the shells of today."

"Involvement with people is always a very delicate thing-- It requires real maturity to become involved and not get all messed up." B. Cooke

"If I understand you better than you understand me, I can <u>control</u> you."

"If I understand you better than you understand yourself, I can enslave you." Edward Hall

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music that he hears, however measured or far away." Henry David Thoreau

"Nothing in life is to be feared--it is only to be understood." Marie Curie

"It is only important to love the world. . .to regard the world and ourselves and all beings with love, admiration and respect." Hermann Hesse

S. M. 1 (cont.)

"What is beautiful is good, and who is good will soon also be beautiful." Sappho

"Time is not measured by the passing of the years, but by what one does, what one feels, and what one achieves." J. Nahuu

The following quotations are taken from Why Am I Afraid to Tell You Who I Am? Powell

"Sorry, but that is the way I am . . .I was like this in the beginning, am now, and ever shall be. . is a handy motto and delusion to have around you if you don't want to grow up."

" I can help you to accept and open yourself mostly by accepting and revealing myself to you."

"But if I tell you who I am, you may not like who I am, and it is all that I have."

"I can only know that much of myself which I have had the courage to confide to you."

"The greatest kindness I have to offer you is always the truth."

"To reveal myself openly and honestly takes the rarest kind of courage."

"To understand people, I must try to hear what they are not saying, what they perhaps will never be able to say."

"Whatever my secrets are, remember when I entrust them to you, they are part of me."

"Most of us feel that others will not tolerate such emotional honesty in communication. We would rather defend our dishonesty on the grounds that it might hurt others; and, having rationalized our phoniness into mobility, we settle for superficial relationships."

"To tell you my thoughts is to locate myself in a category. To tell you about my FEELINGS is to tell you about ME."

"It is a law of human life, as certain as gravity: to live fully we must learn to use things and love people. . .not love things and use people."

"We try to avoid the unpleasant, but if we cut one-half of the unpleasant things out of our lives then we have cut one-half the existence in this area out of life. We owe it to our human dignity to really experience disappointment, pain, cold, etc. - this is part of being human."

S. M. 2 GETTING ACQUAINTED ACTIVITY

TIP: Do this activity with your students - your example can help them relax.

Give each student a note card and the following directions:
NO NAME - do not let anyone see your card.
HONESTLY answer the following three questions.

What is your favorite music group or singer?
Name your favorite food.
What is a strong interest of yours?

Substitute other questions which would encourage students to communicate with each other.

Teacher collects and mixes up cards, and hands them out to students (be sure they don't get their own).

Your goal is to find the person whose card you have, and to learn as much as you can about your classmates as you go along. Be sure you know each person's name before you ask questions and then be sure to listen to the answers.

When students are matched with their own card they can turn it over and answer three different questions such as:

What kind of work do you think you might like to do in the future?
Who is your favorite actor or actress?
What is your favorite sport? etc.?

You may use other questions which would be appropriate to your students and reveal something about them.

This activity was developed because many students lack creativity, enthusiasm or are shy. This activity can be enjoyable and non-threatening for them. There are several excellent suggestions in Values Clarification: A Handbook of Practical Strategies for Teachers and Students.

You may wish to consider _ _ _ing Name Tags and Privacy Circles.

S. M. 3 CONCERN SURVEY

This survey is to identify for students and teachers areas of interest and need in regard to personal development and interpersonal relationships. Selected problems or areas of concern are identified. These topics may be modified to meet the needs of your students. On the form they are divided into two groups. The first groups are concerns which can be incorporated into the mini unit Becoming A Person - A Lifelong Process, and the second group of concerns may be incorporated into other mini units such as Human Sexuality, Making the Most of Your Resources, You and Your Family.

This concern survey can help students identify problems and fears which may be obstacles to their development and maturity.

Directions: Explain to students the purpose for the survey. Define concern. If necessary talk with students regarding each area of concern defining, explaining and giving examples to illustrate concepts which might be included in the area.

BECOMING A PERSON - A LIFELONG PROCESS (A concern means you think, worry or wonder about it often).

AREAS OF CONCERN	STRONG CONCERN	SOME CONCERN	O.K.
Understanding Yourself			
Liking Yourself			
Feeling Free			
Feeling Confused - Mixed up			
Female and Male Roles			
Communication			
Honesty in Relationships			
Your Future			

S. M. 3 CONCERN SURVEY (cont.)

AREAS OF CONCERN	STRONG CONCERN	SOME CONCERN	O.K.
Popularity			
Parents			
Brothers and Sisters			
Sexuality			
Drugs (all forms)			
Smoking			
Personal Friendships			
Add Your Own!			

S. M. 4 DISCOVERING A PERSON

I. Directions: Think about the people you know well and like very much. Write down the names of several of those persons.

II. From your list, select one of the people who is important in your life, a special person for you. Circle that name.

III. The Situation: The person you have chosen has eaten some food which has been found to contain bacteria which produces food poisoning. The bacteria will cause death within 12 hours if the person goes untreated. The person you have selected ate the food 6 hours ago and left to do some shopping in a nearby shopping center (or town).

The only way to save the person is to find her or him quickly. To save their life you must supply a description of that person to a group of people who will search the shopping center or town. The group of searchers has never seen your important person before. Therefore, your description must be complete and accurate.

Write down the description you would give to the searchers. Where in the town or shopping center would you suggest they begin searching?

IV. Imagine the special person you identified was in danger. For some reason he or she would be harmed if identified. If he or she is to be safe, changes must be made so that no one would be able to recognize or identify the person. They must be able to carry on living activities normal for their age for 6 months to a year. What changes would need to be made?

S. M. 5 WHO I AM - AS I SEE MYSELF

Directions: Each person is a unique individual. Use one of the following activities to express your personal view of yourself. Include your ideas and feelings in regard to:

How I see myself physically (appearance, skills, abilities)

How I see myself socially (how I react to other people and groups)

How I see myself psychologically (ideas that are important to me, my ability to express my ideas, attitudes I have developed, ways I express feelings and emotions, methods I use to make decisions)

Suggested activities to express a view of self:

Collage - Use magazines, newspaper clippings, your own drawings and writing to express your self-image.

Poetry - Write your own personal poem expressing your self-image or read some poetry and copy those parts which express your self-image.

That Bags Me - Take a paper bag from those provided. Fill the bag with words, pictures, drawing, small objects that express your self-image.

S. M. 5 WHO I AM - AS OTHERS SEE ME (cont.)

Part II.

Select three other people who are acquainted with you. Interview them regarding their ideas about you. Record descriptive words or phrases or have the person interviewed write in the space provided.

Characteristic	Associate: Someone who knows you but not a close friend.	Friend: Someone who is considered a friend.	Parent or Adult who knows you well.
Physical Characteristics - Appearance Skills Abilities			
Social - Ways of relating to individuals Roles taken in groups			
Psychological - Ways of thinking and organizing ideas Ways of expressing ideas and feelings Feelings often experienced			

S. M. 6 YOUR PERSONALITY: THE YOU OTHERS KNOW

Questions and Topics for Discussion (from filmstrip discussion guide).

1. What personality traits attract you? Turn you off?

2. Is it possible for a person's personality to be very different from his character? Does personality always reveal character?

3. What do other people do that makes you feel awkward or self-conscious? Happy and self-confident?

4. If you drew a picture of yourself, what would you emphasize as your best features? Your poorest features? Do you think that if your best friend (or your boy friend or girl friend) drew your picture it would look like the picture you drew? Now suppose somebody you know dislikes you drew the picture, how would that one look? What does all this prove about appearance?

5. If you realize a good friend is doing something that bothers others or that is not in his own best interest, should you tell him about it? How?

6. Do you think youth is a carefree, happy-go-lucky time? For you? For anybody you know?

7. Define self-image. How do other people guess what your self-image is? How do you know what self-image your friends carry?

8. What differences in others are you willing to accept? What kinds of differences do you feel you cannot accept?

9. This program assumes that human beings are capable of changing their personalities and characters. Do you agree this is true? To what extent?

10. What opportunities does your school offer for you to meet other people? Develop new interests? Develop leadership?

11. Think of the adult you admire most. What are that person's special qualities of personality and character that make you feel this admiration?

12. You have just had a fight with your father, your mother, your boy friend or girl friend and you are upset and angry. Will you keep your feelings to yourself? Will you tell a friend about them? Is it a friend who will help you? Can you think of a better way to handle your feelings?

Name_____

S. M. 7

TRAIT: a part of character;
a way of behaving;
a quality in a person

DIRECTIONS: In the puzzle below - find and circle all the traits you can find (50)

I N D U L G E N T Z A S A D S Z M M M L O Y A L

N R E S P O N S I B L E X C E U A O Z R Q H T S

D E T E R M I N E D E Z B O L N I O T E Z O O E

I Z H A P P Y E G O R W I N F D N D U S C N L L

F C O N F I D E N T T I T F I E I Y R O O E E F

F O U C S T R A I G H T T I S R P S E U O S R I

E O G H Z H C O N F U S E D H S U T Z R P T A C

R L H I P E F U L S C A R E D T L R A C E Z N O

E X T L P R O U D Z J O Y N X A A O D E R T T N

N Z F D L O V E R X O Z X T Z N Y N U F A I R T

T R U T H F U L Q U I E T Z X D E G L U T M U Z

Z X L Z T R U S T I N G Z S P I R I T L I I S Q

G E N T L E T A L K E R A L O N E X Z Q U D T X

D R E A M E R A N G R Y Z A R G U E R H E L P S

C O N F O R M I N G Z B R I G H T X Z K I N D X

S. M. 8 TRAIT DISCOVERY

Directions: Under the personality traits column, list traits which are part of your ideal self or self image, traits which you would like to have or which you believe are already part of your personality. Ask several individuals of your choice to rate you using the following scale:

1. Occasionally see evidence of this trait
2. Usually see evidence of this trait
3. Almost always see evidence of this trait

Begin ratings with the last column on the right. When the person has completed the rating, fold the sheet back on that line so that the next rater will not be influenced by the other ratings.

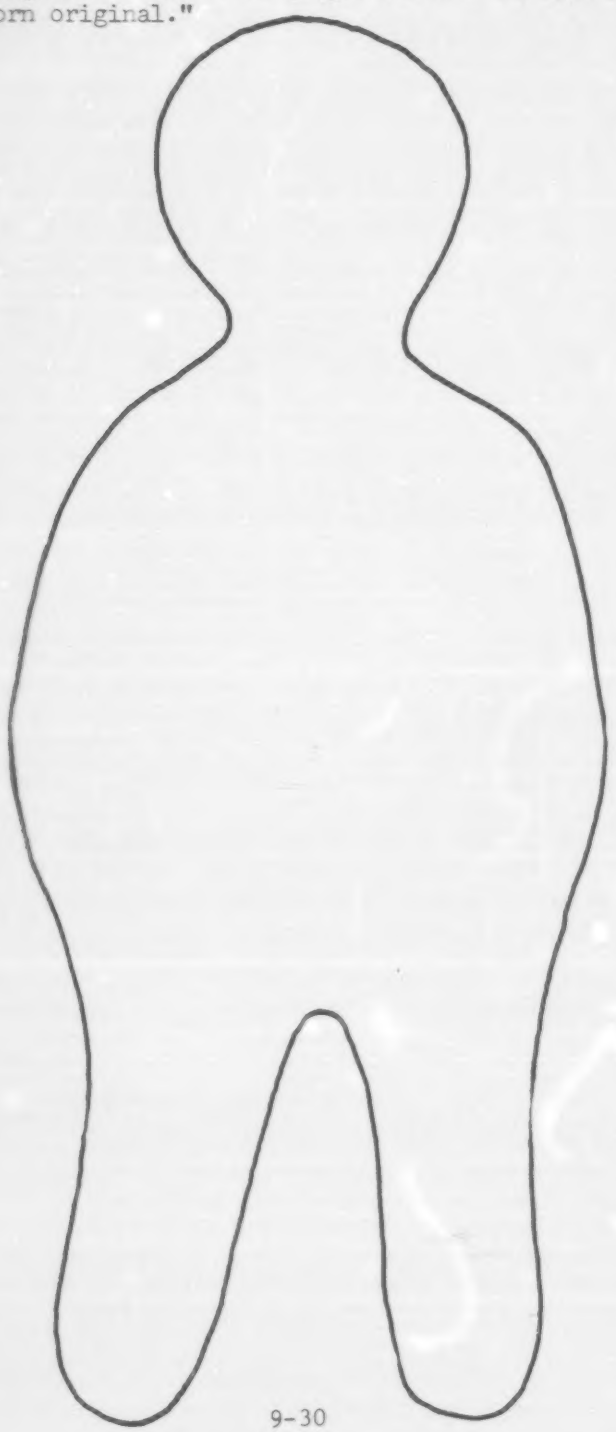
Rank order the traits in terms of their importance to you and rate yourself.

IMPORTANCE TO ME	TRAIT	Self rating	RATING BY THE PERSON INTERVIEWED			

S. M. 9 BULLETIN BOARD

Words: "We are born original! Are we becoming carbon copies?"

Background: Black
Have cut-out people forms in gray color scattered over the black background. Have one bright colored cut-out near the words "born original."



S. M. 10 HOW DO I REALLY THINK AND FEEL?

Directions: Complete the following statements.

1. Girls should act

2. Boys should act

3. To be feminine means

4. To be masculine means

5. I hope my daughter

6. I hope my son

7. Older people should act

8. Kids in elementary school are

S. M. 11 FEMININITY AND MASCULINITY LEARNING ACTIVITIES

1. Listen to I AM WOMAN by Helen Reddy.
   React to the words of the song.
   Example — Do you think she is happy to be a woman? Is she a woman's liberation radical? Does she hate men? Do you have any of the same feelings that she expresses?

2. Choose a man or woman whom you admire and would like to resemble. They can be either famous or known by you personally. Do a report based on research or personal interview, trying to get at their attitudes toward their own roles as men or women.

3. Invite a leader from a local man's or woman's liberation group to address the class. Invite a traditionally minded man or woman at same time or separately.

4. Collect ads from magazines and newspapers that recognize changing concepts of femininity and masculinity. Make a display of these ads to go with the more traditional ones.

5. Collect ads from magazines and newspapers that show men and women in traditional roles. Make a display of these pages. Then try to make up new ads that might be created for the products in the year 2,000.

6. Invite a woman in the community who works in a typical man's profession, such as finance, television reporting, physical labor, to discuss the particular adjustments of her job. Invite a man who does traditional woman's work, such as housekeeping or nursery school teacher, to do the same.

7. On the Marlo Thomas record listen to "They're Closing Down Girl Land." Students should be able to distinguish what was unique about girl land being closed. Students might make up a song about boy land and discuss implications.

S. M. 12 STEREOTYPING

Example: There was to be a rock concert at the park. Ann wanted to go. But Ann's mother had just heard from a friend that a rock concert held in a near-by town ended in a riot with young people being arrested. Ann's mother told her she couldn't go. She said, "This concert will be like the other one, these pop groups get together, raise a lot of noise, get out of hand, and cause riots."

Example: Mrs. Jones recently married a man with a teenage boy. Before her marriage to Jim's father she taught 10th grade English. The boys in her class were playful, did poorly on assignments and listened to loud rock music. Upon meeting Jim she remarked, "He will be like all adolescents, irresponsible."

Example: Jane is taking her first vacation without her parents this summer. They cautioned her to stay away from the young people with long hair, guys on motorcycles, and young people wearing dirty jeans, for they were all hippies and smoked pot.

Non-example: Mr. Harris is the 8th grade math teacher. He is neat in appearance and slight of stature and seems shy and a bit timid. The students at Jackson Junior High have decided he will be a bore for class. They are surprised to see him ride up to school in a black leather jacket on his motorcycle. In class he is just an average teacher.

Non-example: The pupils at East Harper Elementary school are looking at a list of people employed in the school. They find the following names and jobs:

Kindergarten - Sarah Marks, John Lange, Joanne Place
1st Grade - Peter Elkins, Marie Carter, Paul Jenkins
2nd Grade - Colleen Loomis, Jeffrey Stephens
Principal - Mary Norris
Custodian - Jean Ramey
Cook - Art Jenkins
Band & Chorus - Tamara Kusick
Nurse - David Bartly

Non-example: Bill is a 16 year old junior at Elkin High School. He received the Omega award for his outstanding work with student government and his contribution to the organizing of a successful tutoring program.
He works at the local car wash after school and plays the piano for a group of kids on Saturday. His favorite hobby is cooking.

S. M. 13 HOW ARE WE BEING INFLUENCED?

Stereotypes are so much a part of day-to-day activities that they may not be recognized as subtle influences on attitudes. What are the forces that shape these attitudes and how aware are you of their influences? Select one of your favorite situation-comedy, family TV shows and evaluate what is happening using the chart below. In the left column write the names of characters which appear in the program. After the show is over, analyze your general impression of each character and her or his role by placing checks in the appropriate boxes. Other behaviors can be inserted in the blank spaces.

Name of Program / Characters	Estimate Time Person Appears: Often	Occasionally	Seldom	Lazy	Gentle	Humorous (funny)	Independent	Expresses Emotions	Submissive or a Follower	Scatterbrained	Sensible	Aggressive and Ambitious	Strong	Other Loving	Other	Is the Character: Female	Male

S. M. 13 HOW ARE WE BEING INFLUENCED? (cont.)

Analyze the characters using the following questions:

1. Were there stereotypes of behavior for men indicated? For women?
2. Were there indications of people being stereotyped by
   a. the way they look?
   b. the profession they're in?
   c. their background?
   d. the part of the country they're from?
3. Were people acting the way society expects a person to act in this stereotyped role?
4. Were there any non-traditional roles? Female/male, occupational, etc.?

The same chart can be used to analyze any other areas which may be influencing attitudes, stereotypes and behavior.

Children's TV programs

Short story in a man's magazine

Short story in a woman's magazine

A current movie

A popular song

A play

News magazines

Cartoon strips

Advertising

TV and radio commercials

Comic books

Children's books

Textbooks

S. M. 14 PERSONAL COAT OF ARMS

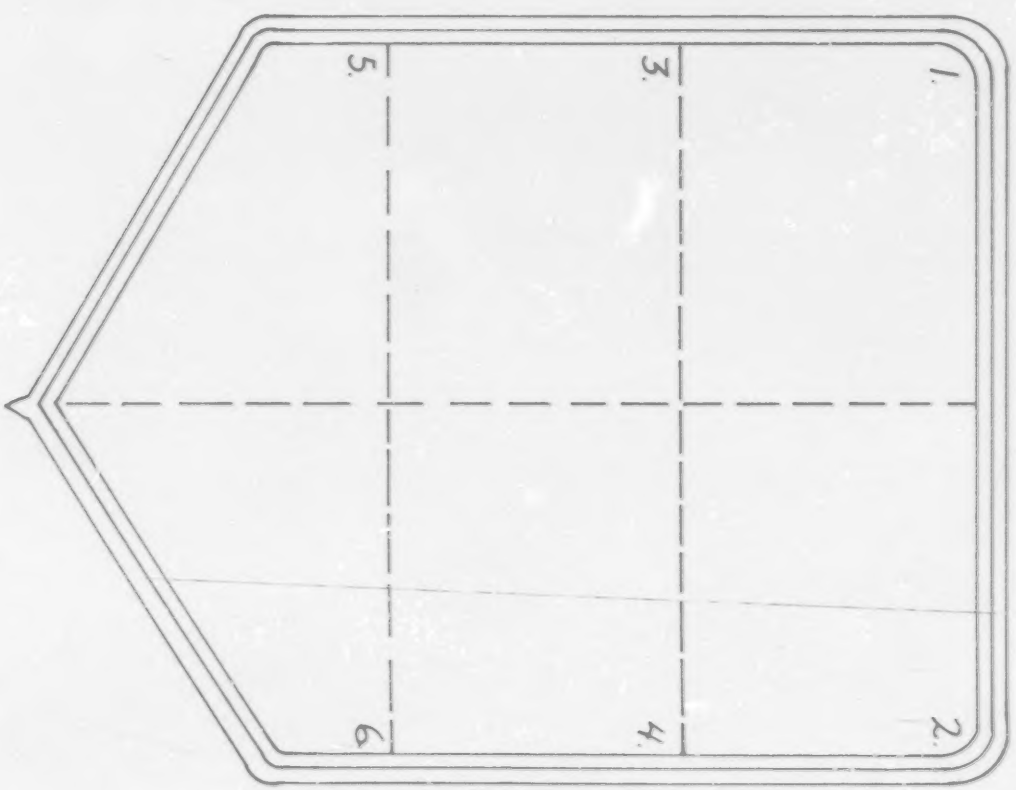
A coat of arms is a sign that tells something about you. In medieval times (days of Robin Hood, Knights of the Round Table, etc.), signs or marks were embroidered on the garments worn over armor. These insignia told something about the person who wore the sign: Chief or leader, famous fighter. Families also had coats of arms to identify them.

The fabric patches that some of us wear today are in a way like the coat of arms. They tell something about us.

Instruct students to make their own personal coat of arms.

1. Draw a picture of something at which you are very good.
2. Draw a picture of something you wish to become better at.
3. Make a picture to show an idea or belief that you think is very important. This picture should show something about which you feel very strongly. It is one idea you would never give up.
4. Imagine that you could achieve and become anything you wanted. Whatever you tried to do you would be able to be. What would you strive to do?
5. Use this block to show one idea you wished all people would believe in today. It is one of the ideas which you believe.
6. Write four words you hope people would say about you.

Students may talk to another person in class about their coat of arms, or each student may select one block which he would like to share with others in the class.



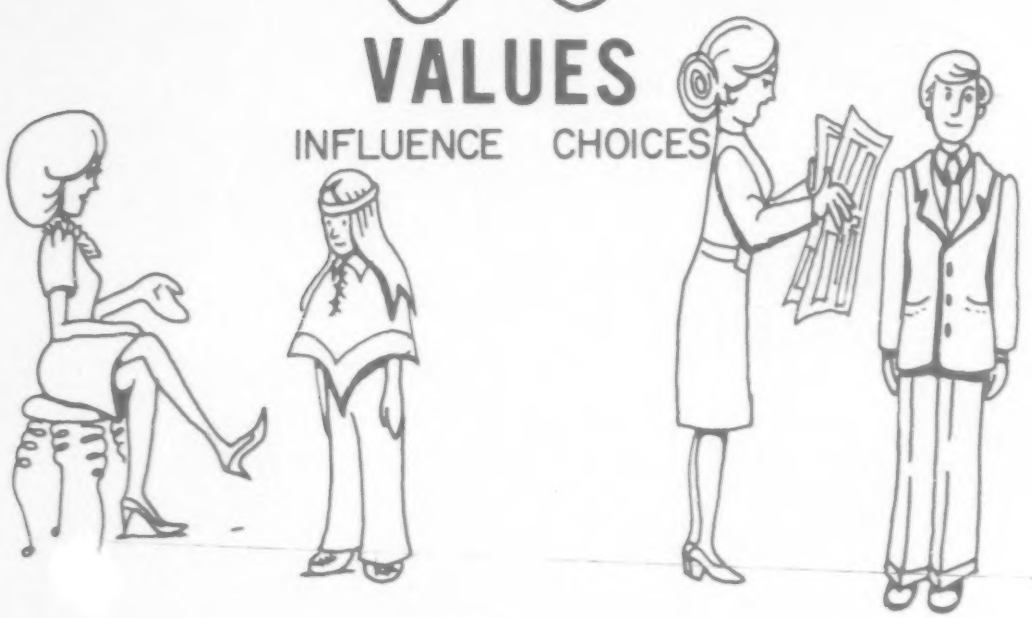
EXPERIENCES

INFLUENCE

DEVELOPMENT OF PERSONAL VALUES

VALUES

INFLUENCE CHOICES



S. M. 16 VALUE ISSUES

1. All of the families in your neighborhood have lived there as long as you can remember. A new family of (Blacks, Am. Indians, Chicano, other minority group) has moved next door. They have a son and daughter that will go to your school. As you leave your home the new kids come out, too - What will you do?

2. Mr. and Mrs. Stevens have had you take care of their sons for several months. Usually you babysit with Jeff and Brian twice a week. Mr. Stevens called two days ago and made arrangements with you to take care of the boys this evening. Now the kids in your gang have planned a party to which you really want to go. It is five o'clock. What will you do?

3. You are in the record shop looking at some records and tapes with your friends. One of the kids with you decides to steal a cassette tape, which was left out on the counter. Your friend puts the tape in a pocket and begins to walk out. What will you do?

4. The group of 8 and 9 year olds in your neighborhood are gathered in a group behind the Olson's garage. They are very busy doing something in a circle. You see flames and smoke and the kids scatter and run. The fire is only a small one and it looks as if it will die out by itself. What will you do?

5. The Macy's are an elderly couple that live on your block. Mr. Macy spends a great deal of time clipping, mowing and raking the lawn. The kids on your street play football, kickball, and softball in the street and sometimes run across or play on Mr. Macy's lawn. This upsets Mr. Macy. Now the kids get on his lawn on purpose just to make him upset. Will you join them?

S. M. 17 TECHNIQUES TO INTRODUCE VALUING

QUAKER MEETING Students sit in a circle facing outward to reduce unnecessary distractions. Present the value conflict or issue. Allow five to fifteen minutes for students to write or think of comments or questions regarding the issue. When a student has something to share, he or she breaks the silence; if someone has a comment upon another's statement, they must restate the comment to which they are reacting before proceeding.

i.e., I believe I heard you say . . .

Continue meeting until a variety of alternatives have been identified. Students may complete the remainder of the valuing process as individuals. Responses may be written or taped.

INTERNAL VOICES When confronted with a value conflict or issue, several internal voices often speak. One voice says, "do this", another voice may say, "No, better do this."

Explain the notion of internal voices to the class. Demonstrate a dialogue between voices. As the teacher speaks as each one of the voices, take a different physical posture or location (such as sitting and standing). Present the value issue and have student listen for her/his own internal voices regarding the issue. Direct each student to write a script which is the conversation of their internal voices.

Voice 1

Voice 2

When scripts are finished, students may take turns presenting their voices.

Continue with different student's scripts until a variety of alternatives have been presented. Students may complete the remainder of the valuing process as individuals. Responses may be written or taped.

S. M. 18 LEVELS OF COMMUNICATION

People communicate on five levels. The successive descending levels indicate greater success in the process.

Level 5 - Cliche Conversation "How are you?" Everyone remains safe in the isolation and pretense of this type of conventional and superficial conversation.

Level 4 - Reporting the Facts About Others - includes gossips, conversation pieces and little narrations.

Level 3 - My Ideas and Judgments Some risk is taken in sharing, but conversation is censored if the person begins to feel unaccepted.

Level 2 - My Feelings (Emotions) "Gut level" sharing of feelings and telling who you really are. Being honest and open.

Level 1 - Peak Communication Absolute openness and honesty. Perfect and mutual empathy.

S. M. 19 SOUNDS OF SILENCE -- Paul Simon

"And in the naked night I saw ten thousand people, maybe more,

people talking without speaking,

people hearing without listening,

people writing songs that voices never shared,

no one dared,

disturb the sounds of silence."

S. M. 20 COMMUNICATE BEING YOU

Directions: Part of being you is communicating your you-ness to others and to yourself. A good way to start is by writing down your thoughts. Writing down your thoughts helps you focus in on your ideas and feelings. Here's a good way to start. Try completing these phrases about yourself.

My closest friend is

I won't tell anyone my closest secret because

I am afraid of

I think I am

The thing I like least about myself is

The thing I like best about myself is

An ideal friendship would be

My dream in life is

I feel that my parents are

I feel that being in love is

I like to be alone because

I don't like being alone because

I think that other people have the wrong idea about me because

I would like people to see me as

Communication by Words

Any spoken statement can convey feelings. Even the factual report, "It's three p.m.", can be said in such a way that it expresses anger or disappointment. However, the words do not convey the feelings; the speaker's nonverbal actions do. Her/his voice tone, emphasis, gestures, facial expression convey anger or disappointment.

The content of some sentences, however, appears as feelings even when you cannot see or hear the speaker. In such cases the topic or the wording itself reveals that feelings are present in the speaker.

There are two different ways of communicating feelings by words - - two different kinds of verbal expressions of feelings.

A. The sentence conveys feeling by describing specifically what the speaker is feeling. (Examples: "I am disappointed." "I feel left out." "I like you.") The emotional state of the speaker is the topic or content of the sentence. The speaker's feeling is identified by some word or phrase such as "disappointed," "left out," "like." That is, the speaker's feeling is described.

B. The sentence conveys feelings but does not describe what the speaker feels. (Examples: "Oh, Heck!" "Get out!" "I thought you'd never get here.") Strong feeling obviously is behind each of the examples, but the statement does not describe the feeling itself. We may feel sure what the feeling is, but the statement does not identify it.

C. A clear statement which describes the feelings of the speaker is less likely to be misunderstood by the listener. A clear statement which describes the feelings of the speaker may help the sender of the message to understand her or his own position.

S. M. 22

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UNIT TITLE: *MAKING THE MOST OF YOUR RESOURCES*

UNIT FOCUS: The unit introduces students to the management process. The meanings of the concepts, goals, resources and values are developed as well as the inter-relationships of these concepts in the several phases of the management process. Several activities in the unit provide opportunities for students to work through planning, controlling and evaluating phases of the process.

RATIONALE: Middle school and junior high school students are approaching a state of development in which concerns about who they are and what they can become is of primary interest. Everyday life situations provide many opportunities for young persons to make decisions and exercise self-direction. The decisions made and the actions taken will effect the young person's development. The methods used to arrive at the decisions will also affect the persons as these methods are likely to become part of individuals' behavior pattern.

Instruction related to understanding and utilizing the management process in arriving at and carrying out decisions can assist young persons to make satisfying decisions. Furthermore, opportunities to utilize the management process with guidance can assist young people in learning ways of approaching problems which will be useful throughout life.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the characteristics of the management process
Comprehension of characteristics which distinguish various kinds of goals
Comprehension of various types of resources
Ability to propose alternative ways to combine resources for goal attainment
Comprehension of the function of values in goal selection and resource allocation
Willingness to employ planning phase of the management process
Responds to the process of management

EDUCATIONAL BACKGROUND: None. Level I.

SUGGESTED TIME: 2 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: At various times during the unit students will be asked to do some written work. It would be helpful if this work could be referred to quickly as the unit progresses. Provision of a means of keeping work organized and available may be presented to students as a management problem following the first lessons or students may be asked to bring a notebook for this purpose.	S.M.1 S.M.1
	Review Experiences in Management. Select an experience which will be done in class. Assemble required supplies and make necessary room arrangements.	
	Prepare copies of Student Self-Report.	
	Divide students into teams by having them draw playing cards. Groups are formed on the basis of similarity of cards.	
	i.e., all 10 spots, or 7,8,9,10 of hearts	
	Transition: Have you ever been asked to do something that you didn't know how to do?	
	Have you ever been in a situation in which you were unsure of what to do or how to perform?	
	Share student responses.	
	If you are able to figure out what to do in a puzzling situation clap your hands once.	
	If you can usually find out what to do, clap your hands twice.	
	If you aren't always successful in solving puzzling situations clap your hands three times.	
	The experiences which will be part of this class may help all of us to be more comfortable in unfamiliar situations and more successful in doing a variety of tasks.	
	Introduce the management experience which will be performed by the class. Carry out the experience.	
	Following the completion of the experience guide students in answering questions on the self-report forms and in reporting to the class.	
	As groups report to the class. identify the parts of the management processes and introduce the appropriate vocabulary.	
	Record the terms which identify the parts of the process on chalkboard.	
	Share student responses to questions 1 and 2, Ask:	
	What did your group want to accomplish?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
A goal is an idea of what a person wishes to accomplish.	What did your group hope to achieve? (Identify goal as part of the process.)	
A goal is something toward which a person is willing to work or has been willing to work.	How did your group go about reaching that goal?	
	What did your group do to accomplish the goal? (Refer students to question 3 on the self-report.)	
Formulating a plan of action involves: identification and clarification of goals (what is to be accomplished) identification and/or creation of resources (what things are available or can be created to help reach the goal) creation of alternative ways to reach goals consideration of alternative ways to combine resources to reach goals consideration or study of the probable consequences of each alternative (which plan is best)	What things did the group decide to use to accomplish the goal? What action did the group take to accomplish the goal? (Identify resources and alternative plans to reach goal.) Did the group talk about using different resources? Did the group consider having various members to different tasks? Why was the particular plan of action and set of resources used by the group?	
Selection of a way to use resources to reach goals is influenced by ideas of what is important, good, and worthwhile.	What was most important in making that decision? Identify values or value indicators that were influential in choice making.	
	Transition: The first part or phase of getting what is wanted or accomplishing a goal is developing a plan. The next part of accomplishing a goal is putting the plan into action.	
Putting a plan into action involves: division of work into jobs and responsibilities gathering of resources for completion of plan doing the work assigned checking progress on assigned work change and adjustment of work plan as needed	Part II of the self-report form tells something about the way in which your group's plan of action was carried out. Share group responses to questions 7-14. Identify the second phase of the management process. Transition: Throughout the planning and action steps of accomplishing goals the plans and actions are evaluated to determine whether progress is being made toward the goal.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	At the conclusion of the action step evaluation takes place.	
	Share responses to questions 15-18.	
Evaluation of plans which were made and actions which were taken involves: determining the extent to which goals were achieved determining the uses which were made of resources determining whether goals were those desired	Identify evaluation phase.	
	Pre-Teaching: Prepare copies of the fable **The Ant and the Grasshopper.**	S.M.2
	Transition: Each group was somewhat successful in accomplishing the goal which had been identified. However, performance of each group could be improved.	
	The goals that the groups worked to accomplish probably were not goals that need to be accomplished often or are very important to you.	
	However, the way individuals go about accomplishing goals can be improved by learning something about the process of management or getting the things you want.	
	From the first experience in managing, what ideas can be identified as important to accomplishing goals?	
	Record student responses.	
	Transition: The fable of **The Ant and the Grasshopper** is a situation which has to do with getting something that was wanted. Let's read the situation and find out how the ant and the grasshopper go about accomplishing their goals.	
	Divide the class into two groups, the grasshoppers and the ants.	
	Have each group identify one of their members to read the part of the grasshopper or the ant. The teacher or another student may read the narration.	
	Write the questions for consideration on the chalkboard or state aloud to students before the script is read.	
	If you were the ant what do you think your goals might have been?	
	If you were the grasshopper what do you think your goals might have been?	
	If someone had asked the ant what was really important	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	to her or him, what might have been the answer? (Same question or one similar to the grasshopper.)	
	Ask members of each group to respond to the questions from the point of view of the ant or grasshopper.	
Values are ideas of what is important, good, worthwhile, or desirable which an individual believes.	Identify the values which seem to influence the two groups.	
	Continue with the following questions:	
	If a conversation had been overheard between the ant and others in the ant's family, what do you think would have been said? (Same question to grasshopper.)	
	Did the ant and the grasshopper both have a plan to get to their goal? How were the plans similar? How were the plans different?	
	Does anything in the story suggest that the grasshopper thought life was important? Did the grasshopper want to starve?	
	What does the story tell us about successful ways of getting the things we want?	
	Pre-Teaching: Review Suggestions for Visuals to accompany Goal Identification and Clarification. Assemble magazines, newspapers and other printed materials, with illustrations of people engaged in a variety of activities.	S.M.3
	Assemble several large sheets of paper and glue or tape.	
	Transition: Write the term "GOALS" on the chalkboard or the large sheet of paper.	
	Goals and activities are a part of getting the things we want and being what we want to be.	
	From the magazines select 2-5 pictures of people engaged in different activities.	
	From the several you have selected choose one which is of special interest to you.	
	Attach pictures to chart. Continue.	
	One of the steps that is part of success in management or getting the things we want is identification of goals. Sometimes this is easy but at other times it is difficult. The grasshopper lost his life because he did not fully understand the goals he had chosen.	
	Have students view the illustrative material and identify some of the goals that come to their minds. Record the students statements on Part II of the visual "Goals".	
	Direct students in the following activity. Responses may be recorded in student notes.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	List several goals that you are presently trying to accomplish.	
	List several goals that you wish to accomplish in the future.	
	List several goals that you have accomplished this week.	
	When students have completed listing of goals, continue:	
	Raise your hand if you have 2 goals that you are currently trying to accomplish.	
	Keep it raised if you have 3, 5, 7, 9 goals that you are currently trying to accomplish.	
Human beings often have multiple goals which exist for them at the same time.	What does this seem to tell us about the number of goals that people may have at any one time?	
	Pre-Teaching: From the list of goals students formulated in the previous activity or from the list of goals students identified for themselves, select several that vary in the resources which are needed to achieve the goal and the time required to accomplish the goal.	
	List them on a visual.	
	Transition: Direct students attention to the visual.	
	The goals which are identified are similar in some ways and different in others.	
	If we were to consider the resources needed to accomplish these goals how might they be similar?	
	How are they different in the resources needed?	
	Accept students responses and encourage their identification of resources.	
The kind and amount of resources which may be needed to reach a goal differ.		
	Time is a resource. How do these goals differ in the amount of time which might be needed to accomplish them?	
Goals which a person has at a particular time in life may be in competition with each other.	Put the word "COMPETITION" on the chalkboard in large letters and ask students to tell about something (an event) that comes to their mind that is an example of competion.	
Goals which are in competion require the use of the same resources.		
Goals which are in competion usually cannot be equally satisfied or reached at the same time.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Clarify meaning with students.	
	Refer students to the poster or bulletin board with the pictures of individuals and to the list of goals that were identified by the class.	
	In three minutes have students identify as many pairs of goals as they can which compete for resources with each other.	
	As students identify goals which are in competition they may identify resources which are involved and the ease or difficulty of accomplishing the goals at the same time.	
	Put the word "HARMONY" on the chalkboard.	
Goals may be in harmony with each other. Goals in harmony contribute to the achievement of each other.	Clarify meaning of term.	
	Refer students to poster or listing of goals.	
	Identify goals which would appear to be in harmony.	
Goals which are in harmony do not compete for the same resources. Resources which are needed to achieve the goals are plentiful.		
	Pre-Teaching: Prepare transparency Consequences of Goal Achievement.	S.M.4
	Transition: Goals are chosen because individuals believe that the goals are good or desirable.	
	Direct attention to transparency.	
	The Brewster family had been considering getting a dog.	
	Mrs. Brewster was in favor of the idea.	
	What kinds of statements might she make to persuade the other family members to her way of thinking?	
	Record responses.	
	Jane and Tony were excited about the prospect of having a pet.	
	What might they say?	
	Mr. Brewster liked dogs. He had had several as a boy. He knows something about carring for a dog. What might he say?	
	Record student comments. Ask:	
	Which of these statements point out results or consequences of having a dog which the Brewsters considered positive or good? Are there any which might be considered negative or harmful in some way?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Continue: The Brewsters bought a 6 week old Labrador puppy. During the first year the Brewsters owned the dog the following things happened: The iris bed was dug up 3 times. Mr. Brewster's winter driving gloves and Tony's slippers were chewed up. The neighbor's cat was chased up a tree and the rescue squad had to be called to get it down. The dog learned to retrieve, broke the leash and was picked up by the dog catcher. Fifteen dollars was paid to get the dog back. While camping with the family the dog hurt its foot and had to be taken to the animal hospital. It cost $50.00. Food for the dog cost $100.00. Which of these statements point out results which might be considered positive? Which point out results which might be considered negative? What does the Brewster's experience in achieving the goal of getting a dog illustrate the consequences which may accompany accomplishment of goals?	
Goals are chosen when they appear to result in something desirable. The accomplishment or achievement of a goal often has multiple consequences or results. The consequences of accomplishing or achieving goals may be positive or negative when the wellbeing of the individual and others is considered.	Refer students to their list of goals accomplished. Have them list the consequences of achievement of the goal. If the consequence is considered good mark it with a G. If the consequence is negative mark it with an N.	
	Pre-Teaching: Examine the group tasks and support materials. Modify to meet your classroom situation. Prepare observation forms. Divide class into groups of 6-8 students. Identify half of each group as goal achievers and half as observers. Roles will be exchanged when the first groups have attempted the task. Transition: The class has been divided into several groups to try to accomplish a goal. Some of you will try to complete the task while others observe. Observers will then try the task while other members of the group watch. Familiarize students with observation form.	S.M.5 S.M.6

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Observers are to listen to the conversation among group members and to watch the manner in which people behave.	
	As you start the task, work as quickly and effectively as you can.	
	Task will require 5-7 minutes.	
	Reverse the groups and interchange the tasks.	
	When all students have had the chance to perform in both roles compile the observed and reported reactions.	
A complete understanding of the meaning of a goal is helpful in determining whether the goal is desirable.		
Understanding the probable consequences of accomplishing a goal is helpful in determining whether a goal is desirable.		
Confusion about the meaning of a goal will be an obstacle in determining whether it is desirable.		
Confusion or lack of understanding the consequences of the goal is an obstacle in determining courses of action to achieve the goal.		
Confusion or lack of understanding of a goal results in feelings of uneasiness and frustration.		
	Ask:	
	Which groups completed the task?	
	Which groups did not complete the task?	
	What did the groups that completed the task say as they worked on the task?	
	What did the groups that did not complete the task say as they worked on the task?	
	What does this suggest about the relationship between understanding goals and accomplishing goals?	
	What does this suggest about the kinds of feelings one has when goals are not understood?	
	Refer students to their original list of personal goals.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Select 2 goals from the list and describe them clearly and completely.	
	List the results which might come from achieving these goals. Mark the positive results with a P. Mark the negative results with an N.	
	Pre-Teaching: Prepare bulletin board "Do You Know Your Resource Bank?"	S.M.7
Resources are all of the things which you have that can help you reach goals.	Transition: A second part of getting the things we want or becoming the persons we want to be has to do with resources and the ways we use resources.	
Human resources are those that are part of a person's personal make-up. Human resources vary from individual to individual.	Everyone has some resources which they can use to accomplish goals. The following activity may help us to discover new resources:	
	From the large box at the front of the room pick out 2 cards.	
	On the card is a name or picture of a resource that might be used to achieve or accomplish a goal.	
	Decide whether the resource on the card is a human, material or natural resource.	
	Differentiate among types of resources.	
	Think of a goal which might require that resource for its achievement.	
	Be prepared to report both ideas to the class.	
	Guide students in reporting resource information to the class.	
	What is the resource?	
	What type of resource is it?	
	What goals might it help to accomplish?	
	The cards can be placed around the particular teller window when the explanation is completed.	
	Give each student a copy of Human Resources Check List.	S.M.8
	Direct students in completion of checklist. Ask:	

i.e., Physical skills; running, swiming, boxing, dancing, kicking, skiiing, skating

Intellectual (mental skills) reading, writing, mathematics, story telling, drawing, painting

Complex combinations of physical and intellectual skills; health, stamina, energy, imagination

Non-human resources are material things associated with day-to-day living. This class of resource includes material possessions and money.

Material resources and money may be personally owned.

i.e., clothing, records, books, games, radio, sports equipment

Material resources may be shared with family or the community.

i.e., Family shared include: car, furniture, home

Community shared include: library, parks, schools, churches, YWCA, YMCA

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Natural resources are those generally available in nature. Natural resources are shared with everyone.	How are you like others in the human resources you have?	
i.e., Air, water, land, space	How are you different from others in the human resources you have?	
	Students list resources they have in the notebook. Encourage students to identify all of their personal resources.	
Resources may be substituted for each other and/or used alternately if there is a scarcity of resources at a particular time and place.	Transition: When a shortage of a resource which is useful to achieve a particular goal occurs it is sometimes possible to substitute other resources and accomplish the goal.	
Resources may be conserved and more fully used to accomplish goals.	If gasoline to power automobiles and other motor vehicles continues to be in short supply, what other resources could be substituted?	
	Pose similar questions in regard to the following resources or others with which students are familiar: Sugar Coffee Paper Money	
	Transition: Refer students to the lists of goals and resources which they had identified, continue:	
	From your list, select three goals which are important to you.	
	List them from most to least important to accomplish.	
	List the reasons for the goals being ranked in that particular order.	
Values are ideas about what is good, worthwhile, and important which an individual believes.	As students complete tasks circulate and encourage students to clearly state goals and reasons for choices among goals.	
Values tend to remain the same over a period of time for a given individual. Values are stable.	Continue:	
	Describe your plan for accomplishing the goal.	
An individual who holds or believes a value is not willing to give it up easily.	Circle the resources you need to accomplish the goal.	
The selection of a particular goal from among other goals is influenced by the values held.	Star those you possess. Check those you will need to get or develop to accomplish your goal.	
Values influence the way in which resources are used.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Is this goal still important to you?	
	Are you willing to use your resources to achieve this goal? Why?	
	If appropriate, responses to the various questions may be shared among class members and values which influence choices identified.	
	Pre-Teaching: Prepare copies of How Do I Use Time.	S.M.9 S.M.10
	When I say time write down all the ideas that come to mind until I say time again.	S.M.11
	Call time after one or two minutes. Ask:	
	What did you think about during the one minute?	
	Did anyone find it difficult to write down an idea or more than one?	
	Did anyone write down 3 ideas?	
	What does this tell us about time as a resource?	
	Write the following phrases on the chalkboard: How time flies! Time on my hands. I thought the clock would never end. Is it time to go already? I could do a better job if I only had more time. I didn't have time enough to get everything done.	
	Refer to a particular statement about time. Ask:	
Time is a limited resource. More or less time can not be created.	What does this statement tell us about time as a resource?	
Time as a resource is the same amount for everybody and is equally available to everyone.	What does the statement suggest about time as a resource?	
	Refer to student's selected goals. Ask:	
Time can be managed to help individuals attain their goals.	How is time related to accomplishment of the goals you identified?	
	Explain Part II of How Do I Use Time to students. Illustrate the use of the form through a hypothetical situation.	
	Students may complete the form for the next 24 hour period.	
	Direct students in summarizing their uses of time into several coaegories. Students may suggest their own summarizing categories. Sleeping Eating, bathing and other personal care activities Studying Attendance at school	

Recreation
Visiting with friends

Direct students in completion of circle graph as indicated on support materials.

When graphs are completed students can answer the questions at the bottom of the graph. Have individuals summarize the ways in which they use their time and reasons why time charts are different for different students.

Refer students to their list of personal goals. Ask them to explain how their use of time on the particular day studied helped or hindered goal attainment.

Pre-Teaching: Collect a number of games which have definite rules and which require planning and decision-making in order to win. (Checkers, Chinese checkers, monopoly.) Select games with which the students have some familiarity.

Display games in view of students.

Our goal for today is to try to put together the ideas we have about the process of management. To do this we will use your talents for creative and original thinking.

Let's start by comparing two activities.

Write on chalkboard "HOW IS DOING AN ASSIGNMENT LIKE BRUSHING YOUR TEETH?"

Think of all the ways in which these two activities are alike.

Sample responses:

You need tools to complete an assignment, (books, paper, pencils) and you need tools for brushing your teeth.

Both require time and energy to do them correctly.

Assignments are tasks usually done alone and so is brushing one's teeth.

There may be a penalty for not brushing teeth (cavities). There may be a penalty for not doing assignments (lower grades).

Expert help can be useful when brushing teeth (dentist or dental assistant). Expert help (teacher, another student) may be helpful when doing an assignment.

Accept responses and have students clarify ideas as necessary.

Let's try another direct analogy. Write on the chalkboard "HOW IS A STAIRWAY LIKE A BOOK?"

Both require people to make them useful.

Both collect dust when unused.

Both have been created by people. Some are easier to use than others.

Both vary in size.

You usually go up stairs one at a time, pages are read one at a time. Both are made up of smaller parts.

Handrails on stairways guide users of the stairway. A table of contents guides users of books.

Both can be misused.

Accept responses and continue until students are participating freely.

Let's try a personal analogy. In a personal analogy you try to think and feel as the object or activity to be used in the comparison.

Imagine you are an electric dishwasher. How does it feel to be a dishwasher? What would a dishwasher say if it could feel?

I feel dirty with all this food swishing around inside me. I get so tired of washing and rinsing, washing and rinsing.

Encourage students to respond

How does it feel to be a combination lock? (type used on lockers or bicycle)

What would you think if you were a combination lock?

What would you say if you were a combination lock?

I'm tired of being turned round and round.

I wish people wouldn't blame me for not opening when they miss the numbers.

Hitting me doesn't help.

Bang, bang, bang that is all I ever hear.

Transition: We are going to compare the ideas we have studied in this unit with one of these games.

Choose one of the games you know how to play and keep it in mind as we think about the management process or how people go about getting what they want.

How is playing a game like getting what you want or the management process?

Have students write responses on paper. (5 minutes)

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Share responses orally. In the game the person makes decisions about how to move and in making the most of your resources you make decisions about what resources to use.	
Management is a process which is a complex mental activity. Management involves: identification of goals and resources selection of particular goals in preference to other goals allocation of selection of resources to be used to meet goals consideration of the consequences of various alternative uses of resources	The game has a goal (winning) and there are goals in the management process.	
Planning is only one part of getting the things you want or reaching goals.		
Putting a plan into action involves: division of work into jobs and responsibilities gathering of resources for completion of plan doing the work assigned checking progress on assigned work change and adjustment of work plan as needed		
Evaluation of plans which were made and actions which were taken involves: determining the uses which were made of resources determining whether goals were those desired	Encourage students to give all the ideas they have which point up similarities. Record on the chalkboard. Now imagine you are one of the games. Put yourself into the game. What does it feel like to be the game? Sample responses: I wish someone would choose me to play with. No, don't make that move. I wish this person would think before they play, I get tired of losing.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL

Let's think of some more ideas or ways in which management is like playing a game.

List responses on chalkboard. Ask students to explain their responses.

Sample response:

Playing the game and making the most of your resources both require thinking ahead. In playing you have to think about what a particular move will do for you and in making the most of resources you think about which combination of resources will get you to the goal. (Encourage all possible ideas and list.)

Ask.

What are the differences between playing games and the management process?

Sample responses:

A game usually has an identified goal while in making the most of your resources the person chooses the goal he/she will work to achieve.

In the game there are limited ways that you can use the resources (rules and moves you can make) in getting the things you want. There are many different ways to use resources in managing your resources.

Encourage students to identify differences. Record on chalkboard.

New similarities may be identified and can be added to the list of similarities.

Students may develop their own analogy for the process of management. List similarities and differences.

Students may develop a list of situations in which they can use the management process.

S. M. 1 EXPERIENCES IN MANAGEMENT

Purpose: The following activities are planned to give students the opportunity to develop a plan to reach a goal, put the plan into action and evaluate the results of the plan and action. Through participation, observation and discussion students can be acquainted with the elements of the management process and the several phases of the process.

Class organization: Student groups 3-4 members.

Suggested tasks:

The A and L Company is interested in employing efficient and productive teams of workers in an apple processing plant. Workers will peel, core, slice and bag apples for freezing.

Before employing workers the company is holding team trials. Each team will be given the opportunity to prepare 3-4 apples. (one bag)

The work of the team will be judged on the quantity of apples prepared in a limited time, uniformity of the product prepared and the yield of prepared fruit from a similar quantity of unprepared apples.

The prepared apple slices must be free of peeling and core, and the slices are to be a uniform thickness between $\frac{1}{4}$ to $\frac{1}{2}$ inch.

Supplies: 3-5 apples per group. Equal amount in terms of weight.
Minimum of 2 peelers and 2 or more knives. Knives need not be equally well suited to the tasks of peeling and slicing.
Containers for sliced apples - freezer bags or boxes.
Containers or materials to hold waste materials.
Checkers, poker chips or paper tickets to serve as tokens.
Trays for carrying supplies.

Arrangement: All equipment and supplies and amounts of apples are to be arranged in a central area. (Part of the management experience will be to identify equipment suited to the task. Remember to get all the equipment needed from the supply area, and make arrangements for transportation of supplies to work area.

Designate work areas for teams.

Procedure: Introduce and explain the task.

Answer student questions. Limit free question period to 7-10 minutes following introduction.

Any inquiries made by a student following the free question period will cost one token per question.

Allow up to 20 minutes for planning time.

As groups complete planning they may take turns getting supplies and equipment from the central area.

S. M. 1 (cont.)

One token is collected for each person who comes to the supply area and one token is collected for each supply item used, excluding the apples.

Allow 20-30 minutes for the task to be completed and supplies returned to central area.

While groups are processing the apples circulate and observe general appearance of work area and group rapport. Tokens may be collected for unsafe practices, unsanitary conditions and disorderly work area at conclusion of experience.

Inspect apples prepared by each group.

Inspect prepared apples for quality and quantity.

Award an appropriate number of tokens to each group.
5 - meets standard for removal of peel and core, does not meet standard for uniform size and quantity of yield.

7 - meets standard for removal of peel and core, meets standard for quantity of yield.

10 - meets all standards.

Inspect work area at conclusion of work period. Award an appropriate number of tokens for orderly work space.

Follow remaining instructions as for the A and L Company making the necessary adjustments to correspond with this situation.

The Deco - Right Company is interested in employing efficient and productive teams of workers in their decoration factory. Workers will assemble and fold 5-pointed stars.

Before employment, the company will hold team trials. Each team will be given the opportunity to prepare 3-4 stars.

The team's work will be evaluated on the quantity of stars produced and the uniformity of the end product.

The stars must have 5 definite points.

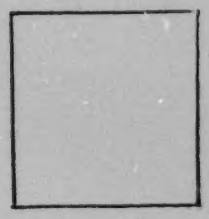
The creases must be sharp.

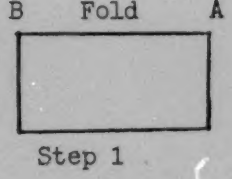
The points should be equidistant from each other.

The folds should all meet and cross in the middle.

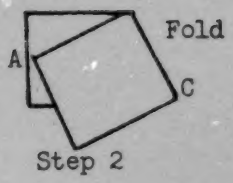
S. M. 1 (cont.)

Supplies: Square of paper.
Scissors, blunt end.

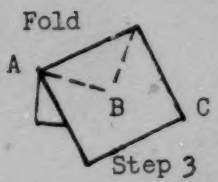




Step 1

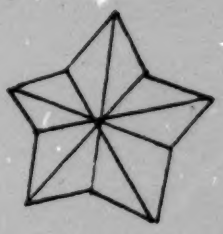


Step 2



Step 3

Steps 4&5



Directions: Fold square in half.

Bring A (upper right-hand corner) slightly above left-hand corner and crease.

Bring B (upper left-hand corner) to middle of previous fold. Crease.

Bring C to A and crease.

Cut on a diagonal and unfold.

Follow remaining instructions as for the A and L Company making the necessary adjustments to correspond with this situation.

The H and B Company is interested in employing efficient and productive teams or workers in their hat factory. Workers will assemble and fold hats.

Before employment, the company will hold team trials. Each team will be given the opportunity to prepare 3-4 hats.

The team's work will be evaluated on the quantity of hats produced in a limited time and uniformity of the end product.

S. M. 1 (cont.)

The hats must have sharp creases.

The edges should meet.

The hat should open easily.

Supplies: Newspaper or wrapping paper 18" x 18".
Box for placing hats.
Container for scrap material.

Directions: Complete square (as in step B above).

Take single fold of A and fold to X.

Fold remaining thicknesses (1 of A and 2 of B) and fold in opposite direction to X.

Spread apart - hat is ready to wear.

S. M. 1 (cont.) STUDENT SELF REPORT - EXPERIENCES IN ACCOMPLISHING A TASK

Directions: Discuss and answer the following questions.

Part I.

1. Circle the words that best describe your opinions of the success experienced in accomplishing the task.

Completely successful	Quite successful	Somewhat successful	Did not succeed

2. Circle the words that best describe the group's feelings about the experience.

Hurried	Calm
Confident	Unsure
Satisfied	Dissatisfied
Unhappy	Happy
Confused	Organized

3. Approximately how long did the team talk together about the task before supplies were assembled. _____

4. During that period of time which of the following ideas did the team consider? Check only those which you discussed.

_____ equipment that would be needed
_____ tasks needed to be done
_____ method which would be used to gather supplies
_____ particular task each group member would do in preparing product
_____ likes and dislikes of group members in regard to tasks to be done
_____ skill of group members in doing tasks

5. How would you rate your planning for doing the task?

Excellent Average Poor

6. What evidence (proof) do you have that planning was as successful or unsuccessful as your rating would indicate?

Part II.

7. During the experience how many tokens were used to obtain information? _____
Had this use of the token been a part of the group plan? _____

8. How many tokens were used to transport supplies to the work area? _____
Had the group planned to use this number? _____

9. How many tokens were used to obtain supplies and equipment? _____
Had the group planned to use this number? _____

S. M. 1 (cont.)

10. In the chart below list the equipment which was obtained. Place a check mark in the boxes that describe the workers opinion of the equipment.

Equipment	Used	Not Used	Worked Well	Could Be Improved	Poor

11. Total the number of checks in the Not Used box and Poor box. Subtract that number from the number of tokens the group had at the end of the experience. Tokens remaining. _____

12. As the group worked to complete the task what things went well?

13. As the group worked to complete the task were any ways of working changed?

14. Why were changes made?

15. If the experience were to be redone, what would the group change?

16. What effect would the changes have on the quality of the product?

17. What effect would the changes have on the quantity of the product which could be produced?

18. What effect might the changes have on the relationships among team members?

S. M. 2 FABLE - THE ANT AND THE GRASSHOPPER

Narrator: In a field one summer's day a Grasshopper was hopping about chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

Grasshopper: Why not come and chat with me instead of toiling and noiling in that way?

Ant: I am helping to lay up food for the winter and recommend you do the same.

Grasshopper: Why bother about winter? We have plenty of food at present.

Narrator: The Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day corn and grain from the stores they had collected in the summer.

S. M. 3 SUGGESTIONS FOR VISUAL TO ACCOMPANY GOAL IDENTIFICATION AND CLARIFICATION

Pictures of persons of varying stages in life. Include persons in a variety of activities which are not sex-role stereotyped. Include minority groups. Some pictures of faces only will be helpful since students will be able to project roles and goals. Pictures of objects and words may also be appropriate, if they would stimulate goal identification. A collage format is suggested.

Panel I

People

As pupils identify goals write these statements on a large sheet of paper or poster board which will serve as a record and part of the display related to goals.

Panel II

Goals

This may be used alone or in conjuction with the other two Panels.

Panel III

Resources

S. M. 4 CONSEQUENCES OF GOAL ACCOMPLISHMENT

S. M. 5 GOAL CLARITY AND GOAL ACHIEVEMENT

Materials to Prepare.

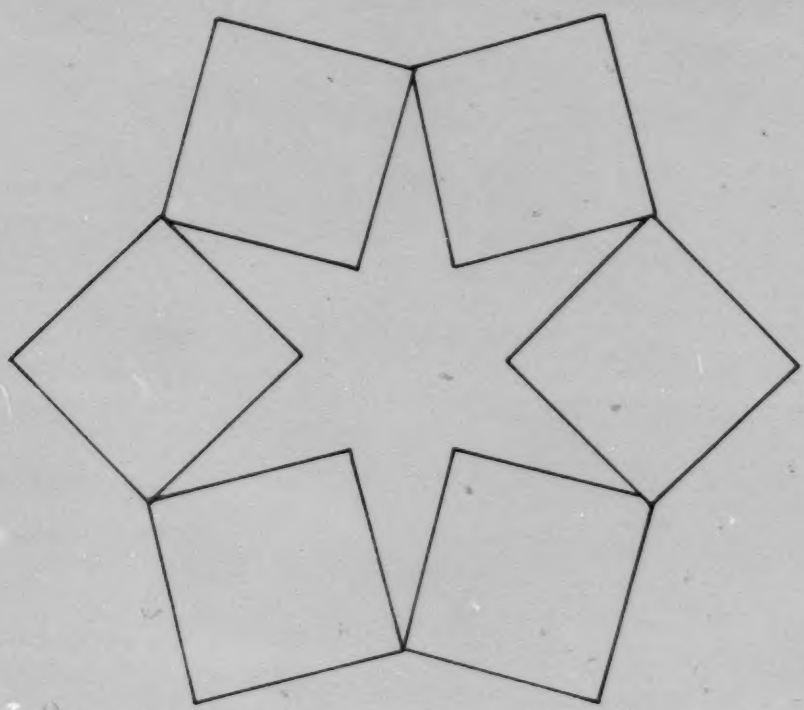
1. Trace and cut six 3 x 3 cm squares from colored paper for each of the groups. Three people can probably work successfully together on the task. Place the colored squares in separate envelopes.

2. Prepare the written directions for the task.
   Group 1: Make a six-pointed star from the materials in the envelope. Do not bend, fold, or cut the materials.

   Group 2: Use the materials in the envelope to form a representation of the natural luminous body that is manifest in the firmament at the period of time from dusk to dawn.

   Group 3: Use the materials in the envelope to form the outline of a six-pointed star. Do not bend, fold, or cut the materials.

If the star formation is completed it will look like the diagram shown.



S. M. 6 UNDERSTANDING AND ACCOMPLISHING GOALS

Goal Achievers

Goal Observers

What the goal achievers said.	What the goal achievers did. (looks, actions, body movements)	How did you feel while working on the task?

S. M. 7 BULLETIN BOARD - PANEL 3

Bulletin Board: Title - "Do You Know Your Resource Bank?"

Materials: Construction paper from which to make three bank teller windows. Enlarge to size suited to bulletin board space.

Pinback, pre-cut or cut letters from construction paper for title and names above tellers windows.

Three 6" long boxes to place in front of teller's windows.

3" x 6" pieces of colored paper on which to write terms that are examples of human, material, and natural resources.

Illustration:

Do You Know Your Resource Bank?

Human Material Natural

S. M. 8 HUMAN RESOURCES

Directions: Fill in the name of the individual under the appropriate heading in the space provided. Under each heading, place an (X) by the resource if the individual has developed it at this age.

	Infant ( )	Pre-schooler ( )	You ( )	Person Your Age ( )	Adult ( )	Grandparent ( )
Read						
Write						
Crawl						
Walk						
Run						
Prepare food						
Ride a bike						
Drive a car						
Swim						
Play a musical Instrument						
Get a job						
Wash dishes						
Make beds						
Earn money						
Manage money						
Answer phone						
Dress self						
Speak English						
Type						

S. M. 9 HOW DO I USE TIME?

Part I. In the space below write down all of the ideas you think about in in one minute. Begin when your teacher says Time.

Part II. Starting with this class period keep a record of the way you use time until tomorrow at the same time. If necessary, use additional paper.

Time	What I Did
A.M.	
12	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
P.M.	
12	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

S. M. 10 CIRCLE GRAPH - MY 24 HOURS

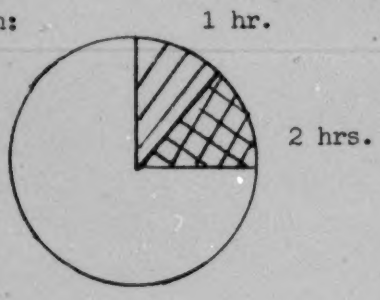
Purpose: The circle graph is used to summarize and illustrate the amount of time which was allocated to various categories of activity.

The questions which appear with the visual are to help students become aware of their feelings regarding the use of time.

Materials needed: A copy of the circle graph and questions for each student. Transparency of the graph and colored marking pencils. Crayons and rulers for student use.

Use the overhead projector to illustrate procedure for summarizing time used in various categories. Students may complete their own summarization and answer questions.

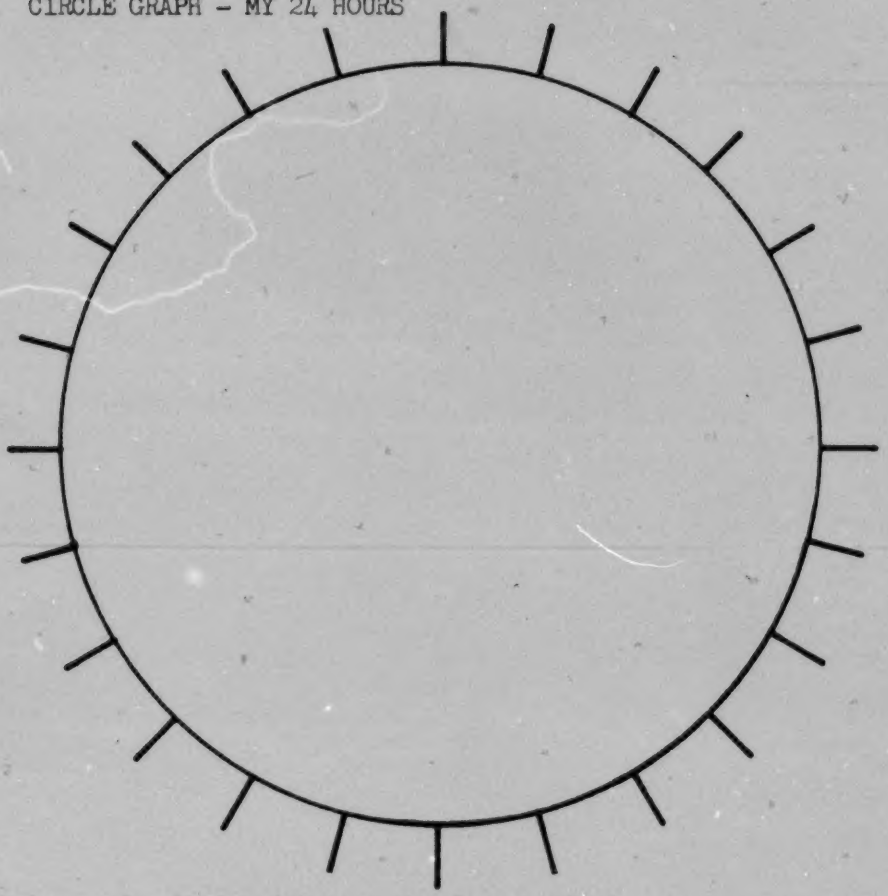
Illustration:



Time used for study.

Time used for visiting with friends.

S. M. 11 CIRCLE GRAPH - MY 24 HOURS



Which category of activity takes most of your time?

How do you feel about using this amount of time for that category of activity?

Why do you feel that way?

To which activities would you like to devote less time?

Why?

If you followed this course of action, what might be the consequences?

For which activities would you like to have more time?

Why?

If you took more time for these activities what might be the consequences?

S. M. 12

REFERENCES

Books:

Barclay, Marion, Frances Champion, Jeanne Brinkley, and Kathleen Funderbunk. Teen Guide to Homemaking. Webster/McGraw-Hill, 1221 Avenue of Americans, New York, New York, 1972.

Cross, Aleene. Enjoying Family Living. Philadelphia, Pennsylvania: J. B. Lippincott Company, 1972.

Visuals:

Getting the Things You Want. (30 slides, color) The beginner in management is introduced to the important area of resources and goals. A discussion guide is included to make it a beginning lesson for any age group. 1972.

Management of Time. (16 slides) A set of slides made from advertising materials to represent the principles of time management. Agricultural Extension Service, University of Minnesota, Institute of Agriculture, St. Paul, Minnesota.

UNIT TITLE: *UNDERSTANDING YOURSELF AND HUMAN SEXUALITY*

UNIT FOCUS: The unit introduces students to sexuality as a part of human development. Attention is given to the physiological components of sexual development and to the attitudes and feelings about sex which develop as individuals mature. The unit provides accurate information regarding the physiological development of sexuality in females and males. The various modes of sexual behavior and the probable consequences of these behaviors are examined. Experiences are incorporated which engourage the student to think through possible courses of action in regard to sexual behavior and the consequences of those actions.

RATIONALE: Students of middle school/junior high school age are experiencing physiological changes which accompany the development of the capability for reproduction and new forms of sexual activity. At the same time peers, the family and the social milieu are presenting a variety of points of view regarding the meaning of sexuality and appropriate sexual behavior. During this stage of development, attitudes and values regarding sexual behavior continue to be formulated. Instruction which provides an accurate informational basis regarding sexual development can help students form positive attitudes toward sexuality and also can provide a partial basis on which to make informed decisions regarding sexual behavior. Instruction which provides opportunities for students to express their beliefs and examine consequences of beliefs and actions can assist students to make responsible decisions regarding sexual behavior.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the meaning of open communication
Willingness to employ open communication in regard to aspects of human sexuality
Knowledge of the developmental process in regard to sexual development
Knowledge of the physiological components of sexual development at various stages of human development
Comprehension of the factors which influence formation of attitudes regarding sexuality
Comprehension of personal attitudes regarding feminiity and masculinity
Willingness to explore personal attitudes regarding feminity and masculinity
Comprehension of the effects of various types of sexual behavior on self and others
Willingness to identify alternative courses of action in regard to sexual behavior
Ability to identify probable consequences of alternative courses of action
Willingness to assume responsibility for consequences of chosen course of action

EDUCATIONAL BACKGROUND: No previous instruction required. Level II

SUGGESTED TIME: 3-4 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Review Notes to the Teacher	S.M.1
	Review vocabulary list and prepare copies for students.	S.M.2
	Assemble copies of **Love and Sex in Plain Language** and other appropriate reading materials. Display materials in classroom.	S.M.11
	Arrange seating so that students can see each other easily (circle or semicircle). The teacher may wish to take a seat in the circle as a means of helping students view her or him as an equal rather than as an authority figure.	
	The first activity is directed toward freeing students and teacher to share ideas and feelings about human sexuality.	
	Transition: Briefly describe the major focus of the unit. Show some of the texts and mention their titles. (Limit to 2-3 minutes.)	
	Indicate to the class that you have some expectations and some feelings about the unit which you would like to share with them. Indicate that you are also interested in their ideas, questions, and expectations regarding the unit.	
	Form small groups of 4-6 students. Give each group a sheet of paper and ask them to write down questions, ideas, etc.	
	Appoint a reporter for each group (draw straws or number off). The reporter will write down the group's ideas and report them to the total class. (Allow approximately 10 minutes.)	
	Ask each reporter to report one or two ideas from the small group. Continue to take turns around the small groups until all ideas have been reported.	
	The teacher may share her or his own concerns and expectations as the groups report.	
	Pre-Teaching: Collect cartoons, pictures, paintings, posters or other visual which illustrate the qualities associated with open communication.	
	Transition: Feeling comfortable in discussing ideas, concerns, and questions related to sex and sexuality may be a concern that class members share. Refer to visuals.	
	These pictures illustrate the qualities of open communication which can help individuals to understand ideas and feel comfortable when talking with each other.	
	Let's look at several visuals that illustrate some of the qualities of communication and see what they might suggest.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Identify and illustrate the qualities of open communication. Involve students through questioning.	
	What does the visual suggest occurs when communication is taking place?	
Open communication is a process by which meaning is exchanged between people through verbal symbols (words, oral or written) and/or through non-verbal symbols (posture, expression, gestures, etc.).	What means do individuals use to communicate?	
	What is being communicated in this visual?	
Open communication occurs when the persons exchanging meanings express as clearly as they can their ideas and their feelings.	What signs do we have that the communication is understood correctly?	
	What does one do in order to be sure that the communication is understood correctly?	
Open communication occurs when the persons involved in communicating listen attentively and actively to the meaning or message being sent.	What role does the intended receiver of the communication have in exchanging ideas and feelings?	
Open communication occurs when the persons involved try to understand each other's ideas and feelings.		
	Pre-Teaching: Assemble a large color crayon and a sheet of paper for each student.	
	Transition: As we do the next set of tasks which are related to communication, be aware of your feelings as well as of how easy or difficult the task seems to be.	
	Direct students in the following communication task.	
	Give each student a sheet of paper and a color crayon.	
	As I give you directions, please complete the following communication task.	
	Write the phrase that I put on the chalkboard three times on the sheet of paper. Use the hand that you normally do not use for the task.	
	Phrase: "SIX ORANGES"	
Communication of ideas and feelings is accompanied by attitudes and feelings.	How did you feel while doing this task? What differences did you notice between the first and the last writing?	
	Record responses on chalkboard.	
Individuals may experience discomfort, embarrassment confusion, happiness, satis-	Using the hand you normally do not use, write the phrase that I will put on the chalkboard three times	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
action, OKness, and many other feelings when messages are communicated. Individuals may become more comfortable in communication with practice.	on the sheet of paper. Phrase: "SEX ORGANS" How did you feel while doing this task? Were your feelings similar to or different from those experienced when writing the phrase six oranges? In each task, what did you notice about the ease with which the phrase was written? What might this experience in communication tell us about being comfortable when communicating? **Pre-Teaching:** Prepare copies of examples and non-examples of paraphrasing. Transition: Feeling comfortable and at ease is part of accomplishing open and meaningful communication. Another part of meaningful communication is related to being sure that the message which is received is accurately understood. Direct students' attention to the excerpts of communication marked examples. Ask: How are these illustrations of communication similar? What does the receiver of the message say? What does the sender of the message say? What effect might this action have on understanding the message? Direct attention to an excerpt marked non-example. What does the sender of the message say? How does the sender of the message respond? What effect might this action have on understanding the message? What effect might this action have on learning more about the receiver's ideas and feelings? Continue comparing examples to identify similarities. Contrast with non-examples. When all examples and non-examples have been examined, ask: What ideas about meaningful communication did the examples illustrate? Encourage students to express understanding in their own words. Record major ideas on chalkboard.	S.M.3

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
A communication skill which can be helpful in checking to determine whether you understand the message which a person is sending is called paraphrasing. Pharaphrasing is any technique or way of showing the person expressing or sending a message what her/his idea means to you. Paraphrasing involves making a statement which shows your own understanding of the other person's comments in order to test or check your understanding. Paraphrasing may result in increased understanding of the message. The interest and concern of the listener may also be conveyed.	The communication skill which uses these ideas in called paraphrasing. **Pre-Teaching:** Prepare transparency of Human Development Line or prepare a set of cards with the same information. Attach the cards to a string or colored yarn. As each stage is explained, the card can be attached. The length of the cards could be done in scale to represent the average amount of time an individual spends in each stage.	S.M.4
	Secure pictures or illustrations of the developing embryo and fetus.	S.M.11
The condition or state of being either female or male is determined in the earliest stage of prenatal development. When the egg cell from the female is united with the sperm cell from the male, the chromosomes which determine sex are present. The egg cell carries 23 chromosomes, one of which helps to determine the sex of the child. The egg cell carries an X chromosome. The sperm cell also carries 23 chromosomes, one of which helps to determine the sex of the child. The chromosome from the male may be either an X or Y.	Transition: Life in general has no beginning or end. The life of a particular individual is thought to begin either at the time of conception or at the time of birth. The sex of the individual is determined during the early stages of prenatal development. Place on chalkboard or transparency: Woman contributes X chromosome. Man contributes Y or X chromosome. X + X = Girl X + Y = Boy	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The 44 chromosomes plus the two sex chromosomes determine the sex of the embryo.		
	Show illustrations of the developing embryo and fetus. Identify change in size and differentiation of organs and physical structures.	
The sex organs inside and outside the body (internal and external genitalia) begin development as soon as the fertilized egg is implanted in the uterus of the woman.	i.e., heart brain fingers toes genitalia	
Development of the internal and external genitalia (sex organs) occurs during the nine months of pregnancy.	Compare the development of organs and structures such as the heart and fingers to the development of the genitalia.	
During the third month, the external genitialia begin to develop and by the fourth month, they have developed enough to determine whether the fetus is male or female.	Introduce appropriate terms for female and male genitalia.	
At the time of birth, the physical structures associated with sex are present.		
	Pre-Teaching: Secure a copy of the Marlo Thomas recording **Free To Be You and Me.**	
	Transition: Play the recording of "Boy Meets Girl."	
	Ask students to identify characteristics which are often associated with one sex or the other (Stereotypes).	
	What general ideas does the song illustrate regarding human sexuality?	
	Ask: How might individuals develop ideas like those expressed on the record?	
Human sexuality refers to the condition of being a particular sex.	Direct students to respond in writing to the following incomplete statements, to be shared orally if students are willing.	
Included in the idea are the physical anatomy of the particular sex and the biological potential for reproduction associated with the sex.	A boy is someone who...	
	A girl is someone who...	
	The best thing about being female or male is...	
Human sexuality includes the feelings, attitudes, values, and ideas that the person has about herself/himself as a sexual being.	The thing I like least about being female or male is...	
	Share a sampling of the responses orally. Practice paraphrasing and ask other students to paraphrase statements if this seems appropriate.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The infant has formed no ideas or feelings about what it means to be female or male. The ideas and feelings about human sexuality are learned as the individual develops.		
	Pre-Teaching: Assemble pictures of young children of preschool age.	
The preschool age child is learning about many things in the world. He or she is beginning to form ideas related to sexuality.	Transition: Human growth and development continue during the preschool years of children's lives.	
	Direct attention to pictures of young children and identify developmental characteristics.	
The child is curious about her or his own body and the bodies of other children and adults. This is normal behavior.	Comments and questions of young children may be used to illustrate the developing awareness of human sexuality.	
The child may be interested in her or his own genitalia and may find touching them pleasant. This is a normal interest.	Students may give examples of young children's behavior which illustrates their growing interest and awareness of sexuality. i.e., undressing playing doctor, nurse viewing adults bathing, etc.	
During childhood and preadolescent years, the children continue to learn about human sexuality. They become interested in conception and birth.	**Pre-Teaching:** Prepare copies of Understanding Sexuality.	S.M.5
	Transition: Show and read the book **Where Did I Come From?** as a means of illustrating the normal interest of developing children in human sexuality.	S.M.11
At this time, their own genitalia have not developed new functions nor become more mature.	Direct students in the completion of S.M.5. Ask: What do you notice regarding toys for boys and girls? What might explain the differences? What effects might result later in life?	
At this time, attitudes related to being a member of the female or male sex are being further developed.	**Pre-Teaching:** Assemble various sizes, shapes, and colors of candles. Display around room or on table in view of all students. Collect and display two or three sweatshirts that illustrate variety, i.e., have paint spots, sleeves cut off, brand new, etc.	
Development is a gradual process of growth and changes which take place in people from birth to death.	Transition: We are going to do some comparisons. A comparison is examining two concepts for their similarities or differences.	
Human development occurs in relationship to physical, psychological, and social capabilities and potential.	Let's begin by comparing candles to emotions. How are they similar?	
	Flames vary in intensity. Emotions vary in intensity.	
Development occurs in stages or steps, each having certain recognizable characteristics.	In time, a flame will extinguish itself. Some emotions will fade in time, also.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Candles come in a variety of colors, sizes, and shapes. There are several types of emotions.	
Every individual goes through each of the developmental stages, but each at her/his own pace.	The flame of a candle is warm and glowing. Emotions may produce a warm, glowing feeling for the individual.	
	Lighted candles, if handled carelessly, may cause injury. Certain emotions, if uncontrolled, may cause injury.	
The development of human sexuality is similar to other types of human development.	Let's try another comparison. How is a good friend like a sweatshirt?	
	They both go with you to many places.	
	They both might give comfort.	
	A sweatshirt will accept wear and tear. A friend accepts you as an individual.	
	Sometimes a sweatshirt needs to be washed. A friend needs to be washed, also.	
	We've been talking about human development and development of sexuality. Let's compare the ability to move from place to place (walk, run, etc.) and sexual development. How are they similar?	
	Sample responses:	
	The ability to move is observable. Sexual development is often observable.	
	The development of the ability to walk and run involves growth of body parts. Sexual development also involves growth of body parts.	
	The individual has the potential for locomotion at birth; he/she also has the potential for sexual development at birth.	
	The ability to move from place to place is normal development for all people. Sexual development is normal for all people.	
	When an individual is developing a new type of locomotion. such as skipping, he/she may be unsure. When an individual is developing new aspects of her/his sexuality, he/she may be unsure.	
	How is the development of locomotion different from the development of human sexuality?	
	The attitudes toward development of locomotive abilities is positive. The attttudes of people toward sexual development seem to be positive, negative, and sometimes neutral.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Schools often teach about development of locomotive abilities. Schools are beginning to teach about sexual development.	
	Pre-Teaching: Secure illustrations of growth and development which occur during adolescence.	
	Prepare transparencies of female and male internal and external genitalia.	
	Order and preview films: **The Story of Menstruation** or **World of a Girl, Boy to Man, Girl to Woman.**	S.M.11
	Prepare question box.	
	Transition: Following childhood, at the age of thirteen, boys and girls begin a growth spurt.	
	On a sheet of paper, draw a picture which will show what is happening or has happened to your appearance during this period of development.	
	or	
Development of the physical and biological structures related to human sexuality become apparent during the period of adolescence (13-18 years).	Write a poem or phrases which describe your ideas and feelings about the growth and development which are taking place.	
	Assure the class that the drawings and writings will not be shared publicly.	
At some time during the early adolescent period, the pituitary gland begins to secrete hormones (chemical stimulators) into the bloodstream of the individual.	Each individual's view of her or his own sexuality is unique and different. However, the physical development which is occurring is similar.	
The hormones stimulate growth and development of internal and external genitalia.	Present the major ideas identified in the conceptual content and illustrate with pictures from the suggested references.	
At this stage in development there is usually a growth spurt in both female and male.	Assign chapters 3 and 4 in **Love and Sex in Plain Language.**	S.M.11
When the growth and development are completed, the young person is capable of reproduction.		
The age at which this stage of development begins varies from individual to individual.		
The chemicals (hormones) affect the reproductive glands in both the female and male. The reproductive glands also begin to secrete hormones		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
which get the body ready for reproduction. There are external signs in both boys and girls that the processes of development have begun. The girl's hips become wider, breasts start to develop and the body begins to take on the shape of an adult female. Usually within a year a girl begins her menstrual cycle. The internal sex organs have matured and begun to function. When a young woman has begun the menstrual cycle, it is possible for her to reproduce. Occasionally, a young woman has become pregnant before her menstrual cycle has begun. As development begins for the boy, his chest and shoulders begin to widen and the hips remain narrow. The young man's body begins to take on the shape of an adult male. The boy's voice becomes deeper in tone. Hair begins to grow under the arms and in the pubic area of both boys and girls as the development proceeds. Facial hair also begins to appear on boys. The internal development of the male sexorgans has also begun. Sperm are being produced in the testicles and stored in the boy's body. As sperm are produced, they are often involuntarily released. This occurence is called a wet dream or nocturnal emission. As soon as a young man ejaculates sperm, he is capable of reproduction.	Transition: Prepare transparencies of female and male genitalia for viewing.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Female-Outer Organs The most obvious feature of a woman's outer genitals is the **pubic hair** which grows on the **pubis** and the **outer lips**, called **labia majora**. The pubis is the rounded, fatty, hair covered mass in front. Located near the top is the **clitoris** (klit'-or-is), a small organ of tissue that plays an important part in the female's sexual arousal. Upon stimulation, it becomes erect and is filled with blood. The **hood**, which covers the shaft of the clitoris, is part of the **inner lips** or **labia minora**. Below the clitoris is the urinary opening, the **urethra** tube which is connected to the bladder. Behind and larger than the urethra opening is the vaginal opening through which sexual intercourse takes place. **Female-Inner Organs** Just inside the opening of the vagina is a membrane called the **hymen**. This membrane has been associated with virginity since many, but not all, girls are born with this tissue relatively intact. In some young women the hymen is thick and fairly tough with only a small opening. In others, the hymen is thin, fragile and elastic or not present at all. The function of the hymen may be to protect the vagina from infection during childhood. Occasionally in girlhood the hymen is stretched or torn. When a young woman experiences sexual intercourse for the first time, if the hymen is fairly thick and it tears through stretching, some bleeding may result. A stretched or torn	Prepare filmstrips for viewing. Filmstrips and transparencies may be used in conjunction with each other to help students develop understanding of the function, location, and appropriate names for female and male genitalia. As visuals and information are presented, be attentive to non-verbal clues and encourage student questions.	

hymen does not mean that the girl is not a virgin.

The **perineum** or perineal region is the area between the vagina and the anus. The anus is the opening to the rectum through which bowell movements are expelled.

Bartholin's glands are two small, rounded bodied on either side of the vaginal opening in contact with the posterior end of the inner lips. They produce mucous and lubrication.

The **vagina** (frequently called the birth canal) extends inward from the outer genitals. The vagina lies between the bladder and the rectum at a 45 degree angle to the floor when standing. The inner wall is elastic and can stretch in length and width for sexual intercourse and childbirth.

The **uterus** (womb) weighs about 2 ounces normally but may weigh up to 2 pounds at the ninth month of pregnancy. It is about the size of a fist and pear shaped. The narrow, lower part of the uterus is called the **cervix**. This is the entrance through which the sperm travel.

The **ovaries** are about the shape and size of an almond. Their function is to produce mature eggs or ova and to produce female sex hormones (estrogen and progesterone).

The **fallopian tubes** extend outward and back from the sides of the upper part of the uterus. The outer end of the tube is fringed and funnel shaped. The wide end partially wraps itself around the ovary, but it does not actually come into contact with it.

Male-Outer Organs

The **scrotum** is a sac-like pouch

which is beneath the penis; it contains the testicles or testes. When cold, the scrotum moves close to the body and when warm, the scrotum hangs loosely. It remains at a constant temperature.

The **testicles or testes** are paired glands of the male and are about 1½ incles in length.

Their main purpose is to produce **sperm** and the hormone testosterone. The testes in the male, like the ovaries in the female, are formed within the abdomen during the development of the embryo. Prior to the male child's birth, the testes descend into the scrotum.

Occasionally a testicle does not descend into the scrotum, but remains within the abdominal cavity. Such a condition, is not corrected during the development of the male child, can be corrected by medical treatment.

The **penis** is normally a relaxed soft organ and is composed of a spongy tissue which surrounds the urinary canal. At birth the glans (head or end of penis) is covered by a loose fold of skin called the **foreskin** or prepuce.

Soon after birth this foreskin is removed by a doctor and the operation is called **circumcision.**

The removal of the foreskin prevents possible constriction of the penis. It also prevents the accumulation of any secretion under the foreskin which might cause inflamation or infection.

The size of the flaccid, non-errect penis is not specifically related to the general physical size of the male, nor is it directly related to the size of the penis during erection. The adult male's penis is about 4 inches in length.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Male-Inner Organs Connecting to the testicles is a duct called the **vas deferens.** This duct carries the sperm from the testicles to the **seminal vesicles** and on to the **prostate gland** which lies around the urethra. In both organs the sperm are mixed with thick fluids called semen. From here the semen passes through the urethral canal and is released. Inside the shaft of the penis at the base are the **Cowper's glands,** about the size of a pea. These glands secrete a few drops of an alkaline preseminal fluid during sexual excitement. The secretion clears the urethral passage and is released before the semen. If the urethral passage is used for the purpose of releasing semen, the bladder will not release any urine and the same is true in the reverse situation.	**Pre-Teaching:** Assemble the following pamplets and reference book. "The Gynecologic Examination" "Understanding Your Vaginal Discharge" "Don't Put Off Your PAP SMEAR" "Personal Memo for Today B.S.E." **Our Bodies, Ourselves**	S.M.11
The vagina normally produces a discharge which has no offensive odor and is not irritating. Occasionally there may be an abnormal discharge causing any of all of the following: itching, swelling, irritation, unpleasant odor and annoyance to the woman. A vaginal infection is commonly put into one of three categories: 1 parasitic infection caused by a parasite 2 fungoid infection caused by a fungus	Transition: The development of sex organs and the change in functions of these organs result in the need for special care of the organs to maintain health. Explain each of the recommended examinations. Use pamphlets to supplement the presentation.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
3 bacterial infection caused by various bacteria		
To insure proper treatment and continued good health, a vaginal infection should be treated by a medical doctor.		
For women a yearly examination of internal organs is recommended to determine the condition of the organs.		
The test called a Pap Smear is given to detect cancer of the cervix.		
The doctor obtains cells from the cervix with a special spatula and places them on a slide to be looked at under a microscope.		
Through microscopic study of the cells, the condition of the cervix can be determined.		
A pelvic exam is given to determine the size, shape, and location of the uterus, fallopian tubes, and ovaries and to detect any abnormalities.		
For this exam the doctor places one or two fingers inside of the vagina and the other hand on the lower part of the abdomen.		
The breast exam is given to determine whether cysts or lumps are present.		
It is recommended that the woman examine her breasts monthly to detect the presence of lumps.		
An examination of the breasts by a medically trained person is recommended once a year.		
To maintain the health of the penis, thorough daily cleansing is suggested.		
Men who have not been circumcised may need to be more thorough in cleansing them-		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
selves. The foreskin can be pulled back and washed every day to remove secretions.		
	Pre-Teaching: Prepare slips of paper to be used in collecting students' questions and concerns.	
	Transition: During adolescence the body changes in size and appearance and new functions are developed related to human sexuality and reproduction. During this stage of development, the changes in the functions of individuals' bodies are accompanied by changes in the ideas and feelings which individuals have about sexuality and sexual behavior. During the remainder of our study of human sexuality, attention will be directed to ideas, concerns, and feelings you have about sexuality. On slips of paper which each of you has, write any questions, concerns, or ideas related to sexual development and behavior which are of interest to you. Please put each idea on a separate piece of paper. Do not sign your name. The ideas will be collected and from the class list we will determine which are of primary interest. Allow 10-20 minutes for students to list concerns. Collect statements. Read aloud. Student assistants may record the topics on the chalkboard or chart as they are read. From the total list, have students form groups which are directed to a similar idea. Identify those concerns which are of primary importance to the class. Note: The sections of the mini unit which follow are to be used in conjunction with the areas of concern and questions identified by the students. Each teacher may adapt these materials to meet the identified interests and needs of the students.	
	Pre-Teaching: Prepare student copies of Case Situation: A Double Date.	S.M.6
	Divide the class into small groups. Transition: Some of the questions which the class identified were related to ways of behaving with members of the opposite sex. Through examination of a case situation, we may be able to better understand different points of view about sexual behavior. Direct students' attention to the case situation. Read the case situation aloud. In the small groups have students consider the following questions:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	From the female's point of view, what was the decision problem?	
	From the male's point of view, what was the decision problem?	
	What are the different ways of behaving which might be possible in this situation?	
	Allow 10-15 minutes for student groups to formulate responses to the questions.	
	Share orally each group's thinking in regard to the identification of the decision problem. Clarify and identify the decision problem or problems.	
	Direct students in reporting alternative ways of behaving. Record alternatives on the chalkboard or other visual.	
	In the small groups, guide students in consideration of the consequences or probable results of following each of the identified courses of action.	
	Circulate to the groups and guide them in considering the consequences to the persons involved.	
	Will the behavior in any way affect the individual's physical health?	
	Will the behavior affect the feelings which he/she has about herself/himself?	
	What effect might the behavior have on other people's opinion of the person?	
	Have each student make a personal decision and identify the reasons for the decision. (Decision and reasons are to be kept private.)	
Necking is generally understood to include sitting close, cuddling, holding hands and kissing.	As a total class, consider several of the alternatives and the consequences.	
Petting includes the behaviors described in necking and the touching or caressing of the external sex organs.	Students may respond to the following questions:	
	Was the individual free to choose that course of action?	
Both necking and petting are physical contacts which have the effect of arousing and exciting the partners.	Was there pressure from outside forces to make a particular decision?	
	What might be some important reasons for making that decision?	
Both necking and petting have the effect of readying the body for sexual intercourse.	How might that individual feel about the decision at the time? Tomorrow? Next week?	
The rate at which each individual becomes aroused varies.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Generally the man is more easily stimulated. When the body is stimulated and ready for sexual intercourse, the partners may find it difficult to stop before the act is completed. If the aroused partners do not engage in intercourse, they may experience feelings of tension. If the partners believe it is wrong to neck, pet, or have sexual intercourse but do not refrain from it, they may experience feelings of guilt or shame. Members of particular groups, such as parents, adults, or peers, often share common beliefs about behaviors that are desirable or undesirable. Members of groups exert pressure and influence on their members to conform to the beliefs of the group. Individuals who follow practices upheld by the group will be rewarded by acceptance and praise for their behavior. Individuals who fail to follow the practices or modes of behavior upheld by the group may be punished by the group (ignored, excluded from the group).	**Pre-Teaching:** Assign appropriate chapters in **Love and Sex in Plain Language.** Secure copies of **Where Did I Come From?** and **Our Bodies, Ourselves.**	S.M.11
Sexual Intercourse When the man's body and mind are stimulated and ready for sexual intercourse, the penis becomes erect. The erection of the penis is controlled by nerve impluses which dilate the blood vessels in the	Transition: Students may read from the text the appropriate chapters and the teacher may wish to adapt the explanation of intercourse given in the Peter Mayle book **Where Did I Come From?** Student concerns or comments identified earlier in the unit may be used in conjunction with appropriate illustrations to explain intercourse.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
penis allowing tissue surrounding the penis to fill with blood, building pressure within and causing the organ to become firm and erect. When the woman's body and mind are stimulated and ready for sexual intercourse, the clitoris becomes erect and somewhat enlarged as blood fills the tissue surrounding it and the nerve endings become stimmulated. Before actual intercourse or coitus, the female glands and organs begin to secrete lubricating fluids preparing the vagina for the penis. As the penis enters the vagina, the vagina takes on new shape, stretching and expanding as needed. When an **orgasm** or **climax** is reached, there is a quick series of muscular movements by the male with the release of semen, **ejaculation.** Pleasure is experienced. A woman may have more than one orgasm during sexual intercourse, or none at all. An orgasm or climax is normally followed by a feeling of relaxation. The male's penis goes back to its normal size. Both people may feel satisfied and relaxed. If guilt is present during or after intercourse, it may limit the enjoyment and pleasure experienced. Unprotected intercourse between sexually mature individuals may result in fertilization of the ovum and pregnancy.	**Pre-Teaching:** Become familiar with several songs which have love, sex and love, and sex as their themes. Secure recordings of the songs or copies of the words. Arrange chairs in a circle, backs to the center. Students will be seated facing away from the center. Transition: Ask students to complete the following tasks:	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Think of five people that are very important to you. These five people should be individuals that you like very much or have liked. (Persons who have died or moved away are appropriate choices.)	
	Write the names of these five persons.	
	Select one person from the five for which you care the most.	
	Recall some of the special things you liked to do with that person. Recall your happiest moments with that person. Write several words that describe those moments.	
	Recall times when that person made you sad or unhappy. Write several words that describe those moments.	
A love relationship is characterized by the following qualities:	Ask students to listen as you read or describe one of the qualities that describe a love relationship.	
A love relationship involves feelings of trust, security, and confidence which individuals have for each other.	Encourage students to share words from their lists or other ideas which the statement has brought to mind.	
A love relationship is a friendship which has developed and lasted over time.	Continue to read or describe qualities of a love relationship and encourage students to share their thoughts.	
A love relationship exists when the persons involved are concerned with the welfare of the other person. A love relationship means the persons care for each other.	Play the popular song and have students identify phrases which they think refer to qualities of a love relationship.	
In a love relationship, the individuals are accepted by each other realistically for good and bad points.		
In a love relationship individuals find pleasure and enjoyment in each other's company. Sexual activity may be a part of the pleasure and enjoyment of the relationship.		
Necking, petting, and intercourse may be an expression of love, caring, and affection.		
Necking, petting, and intercourse may be an expression of physical and biological need without affection or concern for the other person.		
Necking, petting, and inter-		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
course may be motivated by social needs. Affection and concern for the other person may not be present.		
	Pre-Teaching: Assemble the following resource materials and illustrations:	S.M.11
Sexual intercourse may result in fertilization of the female egg by the male sperm.	**Conception, Birth and Contraception** (life-size pictures of the embryo and fetus)	
At the time of ejaculation, 94 to 200 million sperm enter the woman's vagina, pass through the cervix opening into the uterus and up into the fallopian tubes.	**Our Bodies, Ourselves** (diagrams related to conception and birth)	
If a mature egg or ovum is in the fallopian tubes, one of the sperm may enter the ovum.	"Life Before Birth" - Life Educational Reprint no. 27 (pictures and information related to growth of the embryo and fetus)	
At that moment, a covering closes around the egg and no other sperm is able to enter the egg.	Note: The conceptual content related to fertilization, prenancy, and birth may be adapted to meet the identified needs of students.	
Fertilization normally occurs while the egg is traveling down the fallopian tubes. The egg then becomes attached to the lining of the uterus to begin its growth and development into a full term fetus.	Student concerns or comments identified earlier in the unit may be used in conjunction with appropriate illustrations and teacher explanation to clarify and present accurate information regarding conception and birth.	
The ovum can be fertilized 12-24 hours after leaving the ovary. It takes 4-5 days for the fertilized egg to reach the uterus. Implantation occurs between 5½-7 days after fertilization.	Transition: One of the consequences of intercourse is fertilization and pregnancy. The pictures and diagrams we will look at can help us to understand this process.	
During the first three months of development, the fertilized egg is called an embryo.		
At 3½ weeks the embryo is about 1/10 of an inch long, but it already has the beginnings of eyes, spinal cord, nervous system, thyroid gland, lungs, stomach, liver, kidney, and intestines. The heart begins to pump on the eighteenth day.		
At 5 weeks the embryo is 1/3		

of an inch in length. One third of its body's total length is the head. Leg and arm stumps are beginning to show. No bones are yet formed, but the umbilical cord is present. The embryo is very sensitive to chemical substances and German measles.

During these months, the embryo is floating inside of the **amniotic sac** which is a transparent membrane. The amnion is filled with the **amniotic fluid**, a salt solution. The embryo is protected from shocks inside the amniotic sac.

The embryo still gets its oxygen from the mother through the umbilical cord.

At 6½ weeks it is more than half of an inch long. Fingers are growing; toes are webbed.

The **placenta** is the oval spongy structure in the uterus through which the fetus derives its nourishment and passes out wastes. It is the major portion of the afterbirth.

Around the eleventh week the embryo/fetus is 2½ inches long. The bones are forming rapidly and all of the body systems are now working. Nerves and muscles are synchronizing with the young bones to make their first movements. This is when the mother may begin to feel the fetus kicking inside of the amniotic sac.

By the beginning of the fourth month the embryo is called a fetus. At this time, the mother's uterus begins to enlarge as does her abdomen. The mother may also be gaining weight at this point. The breasts will also begin to enlarge in preparation for nursing.

At 16 weeks (4 month) the fetus is nearly 5½ inches long.

At 18 weeks (4½ months) the

fetus is more than six inches from crown to buttocks.

At 24 weeks its overall length is 12 inches and its length from head to buttocks is 8 inches. The fetus now weighs about 1½ pounds.

At 28 weeks the fetus weighs about 2¼ pounds.

At 7 months the fetus could be born and have some chance of living.

During the last 3 months of pregnancy, the fetus increases rapidly in weight and size. About half of its weight is added during its last 2½ months.

Delivery

When it is time for delivery, the mother begins to experience uterine contractions. This is the beginning of labor. Each contraction is felt by the mother in her back and abdomen. At first these contractions occur at infrequent intervals and are not very strong. As labor continues, the contractions become more intense and more frequent. Sometime during or before these contractions begin, the amniotic sac breaks and the fluid inside comes out in one "gush;" this is usually a sign that labor is near.

During the contractions the cervix is slowly beginning to open. This is considered the first of three stages of labor and can last several hours.

The second stage is the birth process, when the fetus passes through the birth canal. Most babies are delivered head first with their faces towards the floor.

A breech baby comes feet or buttocks first. This is a more difficult position for delivery of the baby.

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A **cesarean section** is the delivery of a baby by way of a surgical incision in the walls of the abdomen and uterus. A normal second stage may last a few minutes or a few hours. It is important for the mother to help at this time by pushing at the time of the contractions. Sometimes the vulva is cut. This procedure is called an episiotomy. This is done to make the opening large enough for the delivery. If not cut, it may tear open, making it more difficult for the doctor to repair. During the second stage, the woman may be unconscious due to anesthetics. She can have local anesthesia which is injected into the spinal area to anesthetize the lower part of the body. Each woman requires different treatment. Natural childbirth is another method of child bearing. The woman does exercises to strengthen the areas that will be used during the delivery. She is also taught the proper way to breathe to make delivery easier. The third stage is the expelling of the placenta or afterbirth which usually occurs 10-30 minutes after the delivery of the child.	**Pre-Teaching:** Assemble pictures or slides of a pregnant female and a picture of a male who might be the father. Pictures which are open to interpretation about the attitudes of the people involved would be likely to stimulate student response. Transition: Display pictures in view of students, indicating that these are pictures of a couple expecting a child. Direct students to respond to the following incomplete statements in writing: The man is thinking... The man is feeling...	
Pregnancy is a normal state. Pregnancy does produce physical changes.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The attitudes which individuals have towards pregnancy may be positive or negative.	The woman is thinking...	
	The woman is feeling...	
Circumstances and conditions related to pregnancy may influence whether the attitudes are positive or negative. For example, if the parents have considered the effect of a child on their lifestyle and are willing to modify their lifestyle accordingly, they are likely to have positive attitudes.	Share orally a sampling of the responses to each question. Record on chalkboard. Ask: What might we conclude about ideas that people have regarding pregnancy?	
	Pre-Teaching: Order and preview the film I'm 17, Pregnant, and I don't Know What To Do or Phoebe: Story of a Premarital Pregnancy.	S.M.11
	Transition: The circumstances and conditions related to pregnancy may affect the expectant parents' attitude toward the pregnancy. The circumstances and conditions related to pregnancy affect the decisions which the parents-to-be make regarding the pregnancy. Refer students to the list of phrases which the class formulated describing attitudes and ideas related to pregnancy. Continue: As we view the film, identify the attitudes of the various characters toward the pregnancy. List those conditions or circumstances which appear to influence the characters' thinking. View the film and discuss previously identified ideas.	
The decision to have a child will require certain adjustments and changes in the lifestyle of the parents.	Identify the courses of action which might be taken. Divide the class into small groups and assign a particular course of action to each group. Each group is to investigate the consequences of the particular course of action and report to the class.	
To insure that a healthy child is born, arrangements for prenatal care ought to be made. The dollar cost for prenatal care will vary. Some expense will be incurred. In addition to physical care, the pregnant woman also requires a supportive and caring emotional climate for a normal and positive pregnancy. The father of the unborn child and the family and friends of the couple or pregnant woman		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
can provide some of the emotional support needed. If the father, family, or friends of the pregnant woman disapprove of the pregnancy, they may not provide the emotional support needed and the pregnant woman may experience unhappiness and worry. Following the birth of the child, the parents are responsible for the physical and psychological well-being of the child. The time and energy which parents give to the responsibilities of providing for the child will affect the time and energy which they can devote to other interests and activities. Providing for the needs of the child will involve the expenditure of money. The responsibilities assumed in the role of parent will continue for a number of years.		
	Pre-Teaching: Arrange for a qualified resource person to present this section (school nurse, local gynecologist, representative of Planned Parenthood, or local health department personned). or Order and preview the movie **Hope Is Not a Method** available through the State Health Department.	S.M.11
	Order pamphlets for students listed in References.	S.M.11
Contraception, birth control and family planning usually refer to a variety of methods used to prevent conception when a couple have decided to have sexual intercourse but do not want the woman to become pregnant. The various methods used to prevent conception are divided into three types based on the part of the conception process that is prevented:	Transition: Write the words "CONTRACEPTION," "BIRTH CONTROL," and "FAMILY PLANNING" on the chalkboard. Direct students' attention to the words and explain meanings. Introduce resource person, if available. If a resource person is not available, view film and clarify ideas presented through discussion and study of pamphlets.	

- blocks the sperm from reaching the egg.
- destroys the sperm before it reaches the egg
- changes the woman's hormonal balance so that the egg is not put into circulation.

Birth control pills are made of two chemicals that are similar to the natural female hormones. These hormones prevent the ovary from releasing an egg. With no egg in a fallopian tube ready to be fertilized, a woman cannot become pregnant.

This method requires a doctor's prescription. If the pill is taken regularly, this is the most effective method of contraception today.

The Intrauterine (womb) Device (I.U.D.) is a mechanical method, usually a small plastic object is put inside the womb by a doctor.

Inside the womb it either prevents the egg from attaching itself to the lining of the uterus or causes the egg to move through the fallopian tubes too fast to become fertilized.

This is the second most effective method; it is 97-98% effective. It must be checked every month by the user to make sure it is in place.

Foam, cream, jelly, and suppositories carry a sperm killing chemical. Foam is inserted deep into the vagina with a plastic applicator. The foam is a chemical barrier over the entrance to the uterus. Sperm cells die when in contact with the foam.

Foam must be inserted no more than a half hour before each sex act.

About 18 out of 100 women become pregnant in a given year when using foam.

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL

Rhythm is a plan not to have sexual intercourse during a woman's fertile period—that is, the time just before, during, and after ovulation—which is usually from eight to twelve days.

Most women release an egg cell once a month—usually 14 days before the next menstrual period. Onset of a period varies from month to month, so it is impossible to be absolutely sure when not to have sexual relations. Women with irregular periods may find this method unsatisfactory.

Consult a doctor or family planning clinic for help in determining the fertile period. Dates of menstrual periods for several months may need to be recorded and a record of early morning temperatures for several months may also need to be kept.

Some 14 to 40 out of 100 women using rhythm may become pregnant in any given year.

The diaphragm is a rubber device that looks like a small cap. The opening must be lubricated with a cream or jelly. It is placed over the opening of the womb, in the vagina. The cream or jelly kills the sperm and blocks their entrance into the uterus.

A diaphragm must be fitted by someone medically qualified who will be able to show how to insert it. Insertion may be as long as six hours before intercourse. On removal, it should be washed and dried.

Three to five women out of 100 in a given year may become pregnant when using a diaphragm consistently.

The condom, also known as "rubber" or "prophylactic," is shaped like a tube and is put on the penis just before sex

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
relations. The condom catches the semen and prevents sperm from entering the vagina. These can be purchased at any drug store inexpensively.		
Probably fewer than three women out of 100 get pregnant when the man uses a condom and the woman also uses foam.		
Sterilization is cutting or tying of the tubes in female or male to prevent sperm or eggs from moving into the reproductive system and causing pregnancy. The male operation is called vasectomy; the female operation is called tubal ligation.		
In a vasectomy, the tubes between the testes (where a man's sperm are produced) and the prostate gland (where the seminal fluid is made) are cut and tied. In a tubal ligation, the fallopian tubes between a woman's ovaries and her uterus are cut and tied or cauterized.		
Sterilization is virtually 100% effective. No one should be sterilized unless he or she is sure that all of the children wanted have been born.		
Douching is the washing out of the birth canal right after sex relations. This is not a birth control method. The sperm travel quickly and are likely to to have entered the cervix.		
Withdrawal of the penis requires that the penis be removed from the vagina before ejaculation. This method is ineffective as the tip of the penis may contain a liquid carrying sperm even before ejaculation.		
	Pre-Teaching: Assemble copies of resource materials.	S.M.11
	Review Understanding Abortion.	S.M.7,8,&9
An abortion is an operation undergone by a pregnant woman which results in the removal of the fetus from the uterus.	Transition: Write the term "ABORTION" on the chalkboard.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
This operation is usually performed during the first twenty weeks of pregnancy.	Explain the meaning of the term.	
An abortion performed by a competent doctor in a hospital setting insures that the woman's health will be safeguarded.	Refer students to the section on abortion in the text **Love and Sex in Plain Language.**	
Abortions performed by persons other than licensed doctors in a hospital setting are dangerous and may harm the woman's health and her ability to have other children.	Allow time for reading or read the section aloud with the students.	
The beliefs which people hold regarding whether it is right or wrong to have an abortion vary.	Clarify questions students may raise regarding the physiological aspects of abortion. For later reference, record other questions and comments related to attitudes and beliefs of people regarding abortion.	
Some individuals believe that a human life exists from the moment of conception.	Continue: Some of the questions which the class has asked and comments which have been made seem to indicate a concern with whether abortion is right or wrong.	
Thus, abortion if the taking of another's life. Abortion is murder. Abortion is wrong because it destroys human life.	If the class is interested in learning more about these questions, we might collect information from individuals who have had occasion to help others consider abortion as a possible course of action.	
Some individuals believe that under certain conditions a greater good will result when the life of the unborn child is taken.	Explain the interview procedure to students and identify groups of students who would like to work as a team.	
If there are indications that the child will be born with abnormalities, require special care, or may never be able to function as a person, then the abortion is right and a good action.	Following completion of the interview procedure, guide students as they summarize information collected.	
A greater good will result if the child's life is taken than if the child is born and is abnormal.	As students report findings to the class, ask: What seemed to be important ideas that may have influenced the point of view of the person interviewed?	
If the woman and others who might be responsible for the care of the child are unwilling or unable to adjust and change their lifestyles to provide for the care of the child, then the abortion is a right and good action.	Students may be asked to answer the same questions as the person interviewed. Responses may be left unsigned and/or need not be collected.	
A greater good is thought to result if the woman and other R		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
concerned persons are not required to adjust to unwanted roles. Some individuals believe that the fetus is not a human life. Human life does not begin until birth.		
The decision as to whether abortion is right or wrong rests on the individual's point of view regarding which action will result in the greatest good.		
	Pre-Teaching: Order and preview the movie **V.D. Questions, V.D. Answers.**	S.M.11
	Make arrangements for a qualified resource person to discuss student questions. The school nurse or qualified person from the local health department would be appropriate.	
	Secure pamphlet "ABC's of V.D."	S.M.11
	Prepare copies of Venereal Disease: A Case Study.	S.M.10
Sexual intercourse may result in the transmission of venereal diseases if one of the partners has the disease.	Transition: Write the words "VENEREAL DISEASES" and "V.D." on the chalkboard or other visual.	
Venereal diseases are infectious diseases that are contracted through sexual intercourse or heavy petting.	Define the terms.	
Currently, venereal diseases are the number one communicable disease for people under 25 years of age.	Read aloud the questions which students had asked previously regarding V.D.	
There are approximately 2½ million reported cases of V.D. every year in the U.S.A., plus many other unreported cases.	Continue: The film **V.D. Questions, V.D. Answers** may help us to answer the questions the class members asked.	
Venereal diseases are contracted through sexual contact. V.D. cannot be contracted by touching door knobs or sitting on toilet seats.	View the film.	
The two main types of V.D. which are prevelent in the United States are syphilis, or "syph" in slang terms, and gonorrhea, or "clap" in slang terms. Syphilis is caused by the germ		

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called spirochete.

The germs that cause syphilis die quickly when exposed to air. They require the conditions of warmth and moisture away from air which they find inside the human body.

The first noticeable symptom of syphilis appears from two to six weeks after the disease has been contracted.

A small sore chancre (shan ker) appears at or around the area of entry into the body, usually the sex organs or the mouth.

The sore is painless and often goes unnoticed. The sore disappears without treatment.

After the germ has been in the body for two to six weeks, the second set of symptons appears. These may include a rash, temperature, headache, tired feeling, and sore throat. The symptoms at this stage imitate the symtoms of many other diseases and again may go unnoticed and untreated.

These symptoms last from two to six months.

The next stage is symtomless. The germ stays in the body. During the final stages of the disease, the damage caused to the central nervous system, circulatory system, or other organs of the body becomes apparent. The eventual result of the disease is physical damage and death.

The treatment for syphilis can be administered by a doctor or through the local health department.

Microscopic examination of the affected area and/or a blood test can be used to determine if the germs are present.

If the germs are present, treat-

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
ment with antibiotics (penicillin) is prescribed.		
The treatment is effective only if the correct amount is given and over an extended period of time.		
Borrowing pills from friends will not insure that the germ has been destroyed.		
Congenital syphilis is transmitted from the mother to the developing fetus during pregnancy if the mother has syphilis and it goes untreated.		
If the mother receives treatment for syphilis before the fifth month of pregnancy, the child usually does not have syphilis.		
Gonorrhea is caused by a bean-shaped organism called gonococcus.		
The disease is contracted through sexual contact. It cannot be contracted by touching door knobs or sitting on toilet seats.		
The first noticeable symptom of gonorrhea in the male is painful urination and a noticeable discharge of pus from the penis.		
In the woman the symptom is a slight burning or smarting sensation in the genital area. This symptom may go unnoticed.		
If the man or woman goes untreated, the microorganism invades the other internal sex organs and causes damage which results in sterility and chronic infections.		
The treatment of gonorrhea can be administered by a doctor or through the local health department.		
Microscopic examination of se-		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
cretions from the penis or vagina is used to determine whether the germs are present. If the germs are present, treatment with antibiotics is prescribed. The child of a woman who has gonorrhea may contract a serious eye infection during passage through the birth canal. All states now require that infants' eyes be treated immediately after birth to prevent this infection and damage to the eyes.		
Sexual contact is necessary for the transmission of V.D. The chances of getting V.D. increase as the number of persons with whom an individual has sexual contact increases. Privacy and medical care are rights of the individual in regard to treatment of V.D. A Minnesota sate law has been passed which insures that all teenagers can get confidential treatment for V.D., alchohol and drug abuse, birth control and pregnancy tests without the knowledge or consent of parents. The Hot Line for help in Minnesota is 612-339-7033. This line is manned by young people from the Minnesota V.D. Awareness Comittee. The following appear to be factors which influence individuals to engage in sexual behavior through which V.D. may be contracted. There is a lack of knowledge about the danger of V.D. and the manner in which it is contracted.	Following the film, discuss questions which are of concern to the students. Transition: Divide the class into small groups of three to four students. The film **V.D. Questions, V.D. Answers** has provided factual information about venereal diseases. However, the feelings and attitudes of people toward venereal diseases are also important to understand. The case study which we will examine may help us to understand some other effects of V.D. Direct students in reading the case study. The *mark indicated points at which discussion may be useful. The questions may be considered first by the small group and then by the total class.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Pressures are exerted by individuals or groups to engage in forms of behavior through which V.D. may be contracted and the persons yields to those pressures.		
Individuals may be unable to set limits for their own behavior and so drift into situations where V.D. may be contracted.		
Parental limitations may not be sufficient to help young people to control their own behavior.		
Individuals may be unable to express their affection in ways which don't involve sexual relations.		
Individuals may inaccurately believe that sexual relations are the same as evidence of affection and love.		
Individuals who contract V.D. may suffer injured health and emotional disturbance. The degree to which these states occur depends upon the length of time the desease goes untreated and the psychological makeup of the individual.		
The family which has a member with V.D. is likely to experience some disturbance and emotional crisis.		
In addition, some financial expense will be incurred by either the family, individual or society in general for treatment.		
There is some social stigma attached to V.D. which may be suffered by the individual and family if knowledge of the illness becomes public.		

S. M. 1 NOTES TO THE TEACHER REGARDING THE TEACHING OF HUMAN SEXUALITY

The following are notes from the teacher who had major responsibility for the development of the unit.

A teacher should not be forced to teach this unit if he or she feels uncomfortable, ill at ease, or insecure in teaching the subject matter included. A well qualified resource person can be used occasionally in a substantive area in which the teacher is not qualified or is uncomfortable. Caution in the use of resource persons needs to be exercised if communication between students and teacher is to be established and maintained. An unfamiliar person may limit the exchange of ideas and feelings.

If this is the first time that a unit of this nature has been taught in the school, the administration needs to be informed. The unit may be shared with administrators and their advice and counsel sought regarding aspects of instruction which are appropriate to the particular community.

Parents may be informed regarding the nature of the unit in several ways. A note of explanation may be sent to the parents of students enrolled. In addition, communication with parents may be established if the book Love and Sex in Plain Language is sent home and the parents are asked to read the forward, preface, and any other portions of the book which are of interest. The list of vocabulary words may also be shared by students with their parents.

The unit may be more successfully taught after communication has been established between students and teacher. It is suggested that the unit be taught later in a school quarter or semester.

As a means of increasing communication within the class the use of a question box is suggested. A small shoe box or oatmeal box covered with colorful paper may be used. The lid of the box should remain free so questions may be easily removed.

The question box can be used by students to submit questions or suggestions which they may not feel free to communicate publicly. The teacher may also write questions for the box and use it in reverse, calling on students to answer questions or respond to comments the teacher has placed in the box.

S. M. 2 VOCABULARY ASSOCIATED WITH UNDERSTANDING HUMAN SEXUALITY

Female	Male	Both Sexes
breasts	circumcision	chromosomes
cervix	ejaculation	coitus
clitoris	erection	conception
egg cell	nocturnal emissions	contraceptive
fallopian tubes	penis	endocrine glands
hymen	scrotum	gene
menopause	semen	genitals
menstruation	seminal emission	gonococci
ova/ovum	seminal fluid	heredity
ovulation	seminal vesicle	homosexuality
uterus	sperm	hormones
urethra	testes	intercourse
vagina	vas deferens	pubic region
vulva	wet dreams	puberty
		spirochete
		x chromosomes
		y chromosomes
		veneral disease

Process of Birth

afterbirth	gestation
amniotic sac	labor
amniotic fluid	miscarriage
breech birth	placenta
caesarean	pregnancy
dilation	pre-natal
embryo	premature
fetus	umbilical cord
	uterus

S. M. 3 PARAPHRASING

Explain: Tell somebody your phone number and he/she will usually repeat it to make sure he/she heard it correctly. However, if you make a complicated statement, most people will express agreement or disagreement without trying to insure that they are responding to what you intended. Most people seem to assume that what they understand from a statement is what the other intended.

How do you check to make sure that you understand another person's ideas, feelings, or suggestions as he/she intended them? How do you know her/his remark means the same to you as it does to her/him?

Of course, you can get the other person to clarity her/his remark by asking, "What do you mean?" or, "Tell me more." or by saying, "I don't understand." However, after he/she has elaborated, you still face the same question, "Am I understanding her/his idea as he/she intended it to be understood?" Your feeling of certainty is no evidence that you do in fact understand.

The Skill: If you state in your own way what her/his remark conveys to you, the other can begin to determine whether her/his message is coming through as he/she intended. Then, if he/she thinks you misunderstand, he/she can speak directly to the specific misunderstanding you have revealed. The term Paraphrase can be used for any means of showing the other person what her/his idea or suggestion means to you.

Examples:

1. Terri: I really like to go to basketball games.
   Pat: Oh, you like the game because it is fast moving.
   Terri: Well, not really, I enjoy being with the other kids and going out afterwards for a pizza.

2. Sandy: Did you see the movie "Godfather II"? I didn't like it.
   John: Why, because of the blood and violence?
   Sandy: Yes, I couldn't even watch part of it. I had to leave because I thought I might get sick.

3. Sue: I don't like Mr. Jones, my math teacher.
   Craig: Oh, really, is he a mean teacher?
   Sue: No, he just expects us to do too much homework. At least twice a week we have to bring our books home, and he won't let us chew gum in class.

4. Julie: I can't decide if I should go out for track or for cheerleading.
   Jason: Is the reason why you can't decide because you like them both?
   Julie: Yes, I like them both. I would like to be involved in a competitive sport such as track.

S. M. 3 PARAPHRASING: NON-EXAMPLES (cont.)

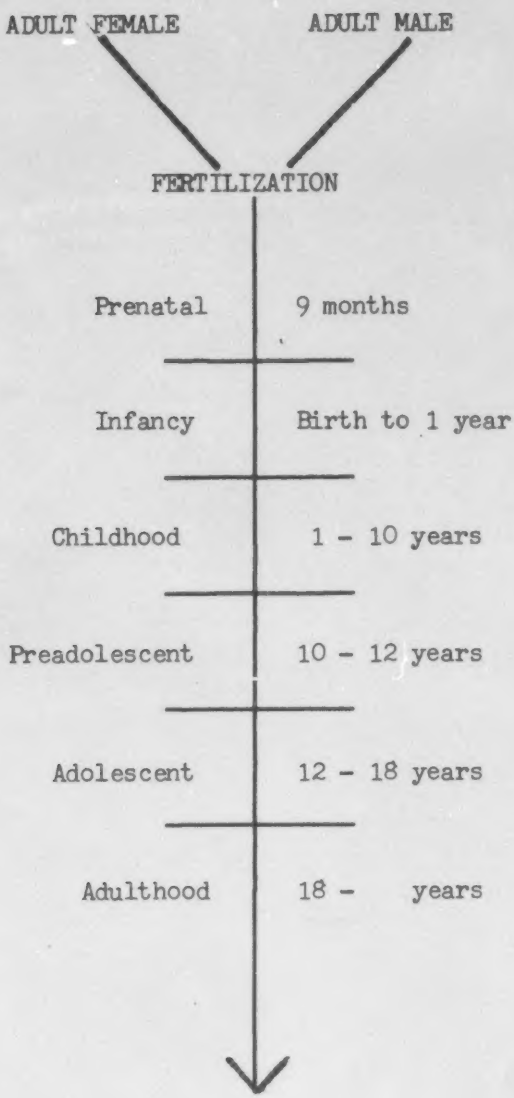
1. Steve: What a day!
   Lynn: Oh, that's too bad.
   Steve: Yeah, it was really wild.

2. Mary: What do you think about this sweater?
   Linda: Oh, it's okay.
   Mary: I like it, too.

3. Bob: I just finished reading Robinson Crusoe!
   Kay: I didn't like it either.
   Bob: What are you doing for your science project?

4. Frank: How are you today?
   Diane: Fine.
   Frank: Where are you going?
   Diane: To the nurse's office.

S. M. 4 HUMAN DEVELOPMENT LINE



S. M. 5 UNDERSTANDING SEXUALITY

Name_____

List three toys that were your favorites when you were between the ages of 6 and 10.

A.

B.

C.

From the list of toys below, choose those which would be appropriate for a set of twins (boy and girl) who are between the ages of 6 to 10 years. Place a B on the line in front of the toys which you would choose for a boy. Place a G on the line in front of the toys which you would choose for a girl. Either letter or both letters may be used in front of each toy.

_____ jump rope

_____ tea set

_____ baby doll

_____ teddy bear

_____ bike

_____ fire truck

_____ baseball

_____ GI Joe doll

_____ doctor's kit

_____ dress-up clothes

_____ jigsaw puzzle

_____ tool kit

_____ paper dolls

_____ finger painting

_____ coloring book

_____ electric train

_____ walkie talkie

_____ farm animals with barn

_____ sling shot

_____ doll buggy

S. M. 6 CASE SITUATION - A DOUBLE DATE

Billy and Sue invited John and Martha to go on a double date. They decided to go to a double feature at the drive-in movie.

Billy and Sue have been going out together for about 3 months. This is John and Martha's second date. All four of the group go to the same high school.

Shortly after returning from the refreshment stand with popcorn, Billy and Sue sink out of view in the back seat.

John wonders to himself, "Wow, that Bill doesn't waste any time I want to watch the next movie but I don't want Bill to get the impression I'm square. I wonder what Martha is thinking? Maybe she wants to neck. I hardly know her."

Martha says to herself, "Oh, I wonder if that is what Sue meant when she said Bill was grown up. I wonder if John wants to neck?"

OR

Martha wonders to herself, "John is slow to catch on. When is he going to make the first move? Maybe I could get close and say I'm cold so he'll at least put his arm around me. I don't want Billy and Sue to think I'm old fashioned."

What could John do?

What would the results or consequences be?

What should John do? Why?

What could Martha do?

What would the results or consequences be?

What should John do? Why?

What consequences might be involved with Billy and Sue's decision?

S. M. 7 UNDERSTANDING ABORTION

Purpose: The following procedures are suggested as means for acquainting students with issues related to abortion.

Procedure: Students will interview selected individuals regarding their beliefs about abortion and the reasons for those beliefs.

Organize students into small groups.

Develop a dilemma situation involving abortion. Students may decide on the circumstances of the individuals in the dilemma. See sample interview form for suggested format.

Identify people to be interviewed. Students may suggest individuals whom they would like to interview.

Persons who are informed and have had opportunity to consider the issues related to abortion are suggested as resource persons. The types of individuals which might be included are: social case workers, counseling clergy, medical doctors, representatives of pro-life and planned parenthood organizations, and adults with children.

Contact the persons to be interviewed. Explain the purpose and general procedure. If a tape recorder is to be used to collect information, secure permission to record the interview.

Students may contact the persons who are willing to be interviewed and make arrangements for time, place and so forth.

The students and teacher may co-operatively select people who might be interviewed.

The teacher can contact the individuals to be interviewed and explain the purpose and general types of questions which will be asked. If a tape recorder is used to collect the information, secure permission to record the interview from the resource person.

Acquaint the students with the interview procedure and practice interviewing in the class. Following the interviews guide students in summarizing and reporting information collected. Each group may report to the total class.

S. M. 8 SAMPLE INTERVIEW FORM: UNDERSTANDING ABORTION

Decision Situation: Barbara walked slowly out of the health clinic. She was deep in thought. It was true. The tests had confirmed her guess. She was in the second month of pregnancy.
(Students and teacher may add other information which might affect decision such as: age, marital status, economic status, physical and emotional health, points of view of important others.)

1. If Barbara came to talk with you about her situation, what might you say to her?

2. Why would you make those suggestions?

S. M. 9 INTERVIEW PROCEDURE: GUIDELINES FOR STUDENTS

Before the Interview:

Choose a member of the group to begin the interview.

During the Interview:

Introduce group members or have each person introduce herself or himself.

Ask for permission to tape record the interview.

Explain the purpose of the interview.

Describe the decision situation to the person being interviewed or give her/him a copy of the situation to read.

Listen carefully to the responses of the person being interviewed.

Refer to suggested questions for help in stating questions which will produce more information.

Paraphrase responses to seek clarification.

Do not argue, interrupt or become inattentive during the interview.

End the visit by expressing appreciation and thanks.

After the Interview:

Summarize major ideas.

Report to class.

S. M. 10 VENERAL DISEASE - A CASE STUDY

Joan is fifteen and a sophmore in high school. Jack is seventeen and a junior at the same high school. Joan and Jack are going steady.

When the phone rang in the Walker home one afternoon, Joan's mother answered in her usual manner. But as she listened, her face paled. The caller was a doctor, not their family physician. "It must be a mistake, doctor," she protested. "It can't be my daughter. What is she doing in your office?"

The doctor assured her that Joan was in his office. She had asked the doctor to call her parents even though it wasn't necessary. Jack had brought Joan to the doctor. Jack suspected that he had contracted syphilis and had exposed Joan to it. Tests confirmed Jack's suspicions.

On the way to the office, Mrs. Walker kept thinking that this couldn't be happening to her daughter. Upon seeing her daughter's pale frightened face, she was convinced. Mrs. Walker could not bring herself to look at or speak to Jack.

The doctor spoke to Mrs. Walker alone and explained the situation. It was not, he said, an unusual story: A group of boys in a car, some drinking, picked up several girls from another town. None of the boys had met the girls before. One of the girls said, "My mother and father are away. Why don't we all go to my home?" They picked up some beer and at the house there was more drinking. Sexual intimacies grew out of half-drunken goading and taunts of "don't be chicken!"

Joan had not been at this party. But later Jack discovered that he had contracted syphilis, and might have infected Joan.* He asked her to go with him to the doctor's office so she could have the tests done.

Mrs. Walker was concerned about Joan's future health and what to do if the tests were positive. The doctor described the treatment which is simple and effective. Since Joan sought medical help so early, there should be no lasting harmful effects. Then he added, "I have teen-age children of my own, Mrs. Walker. I know how you feel. If I were you, I would not ask Joan too many questions right away. Joan is shocked. She feels frightened and guilty. She cannot bring herself to admit that she has had sexual relations with Jack, though Jack admitted it to me privately. Joan insists that they just "petted heavily."

Joan went home with her mother and Jack left in his own car. At home, Joan talked with her parents. "This experience taught me a lot," she said. "A lot that I should have known - did know, really." As they listened, heartsick, her parents realized that they, too, were hearing things they should have known - did know. Their failure had been in not using their knowledge.

Joan admitted having sexual relations with Jack. "He said it was all right, we were going steady. It was just proof that I loved him. If I didn't love him, there wasn't much point in our going steady was there? I wasn't ever happy about it. I knew it was wrong. I talked to other girls about it, and most of them felt it was wrong, too. But nobody knew how to say no. The boys wouldn't want to go steady any longer if we said no." Her tone told them something of how important it was to be able to say you were going steady.

Joan paused. Then she went on, "Boys just try that "prove your love" to see if it will work. Girls shouldn't be fooled by it. I don't blame Jack any more than I blame myself, but right now I don't ever want to see him again - or any other boy."

The next day the doctor told Joan the laboratory tests were positive. The doctor started treatment with antibiotics immediately. "The right medical treatment is vital," he stressed. "Sometimes teenagers rely on "drugstore treatment" with penicillin obtained for other purposes. The amounts obtained this way are not sufficient to cure the disease; they only cover up the symptoms temporarily." **

S. M. 10 V.D. - A CASE STUDY: QUESTIONS

Refer to case study to determine when questions marked with * are to be asked.

*
What thoughts might Jack have had at the time he discovered he had syphilis?

How do you think he felt about his behavior at the party?

What factors seemed to have influenced Jack to behave as he did?

When Jack discovered he had syphilis, what might he have done?

What action ought he have taken? Why?

**
What thoughts might Joan have had at the time Jack told her she might have syphilis?

What were Joan's feelings about having had sexual relations with Jack?

If Joan felt it was wrong to be sexually intimate with Jack, why did she behave as she did?

Does it seem as if Joan and Jack cared for each other?

How does their behavior show they did or did not care for each other?

How can someone express affection for another person?

If Jack had not sought medical treatment, what might the effects have been?

If Jack had not told Joan to seek medical treatment, what might the effects have been?

What might have influenced Joan to tell her parents?

What were Joan's parents' reactions?

How might the incident affect Joan's relationship with her parents'?

S. M. 11

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S. M. 11 (cont.)

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UNIT TITLE: *TOGETHER: YOU AND YOUR FAMILY*

UNIT FOCUS: The unit is designed to enhance the students' understanding and appreciation of the family as a unit of interdependent individuals whose interactions result in environments which affect the development and well-being of individuals. The unit attemps to develop students' awareness of the potential of families of varying structures for meeting the needs of family members. A problem solving strategy is introduced as a framework for the examination and consideration of problems which family members may experience as they interact with each other. Students have the opportunity to select a concern of interest to them and work through the problem solving strategy in regard to that concern. Communication exercises and values clarification activities are incorporated in the problem solving strategy.

RATIONALE: The family through its members and their interaction with each other and the larger society performs a variety of functions. Significant among these functions is the socialization of children and the continued development of the potential of adult family members. Situations involving conflict and divergence of points of view occur frequently in a family unit in which individuals are learning, changing, and developing. The resolution of these concerns and the manner in which they are resolved may result in conditions which foster or hinder the development of the family members and may strengthen or weaken the family unit. The experiences incorporated in this unit are planned to introduce teenage family members to a method of coping with problems which is generalizable to a variety of situations and problems. The ability to examine problems and formulate solutions can result in conditions which contribute to continued growth and development.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the similarities and differences in structure among family units
Comprehension of the functions of family units
Comprehension of the concept of interdependence in regard to family functions
Awareness of individual responsibility in regard to the functions of the family
Comprehension of steps in problem solving as a means of resolving family issues
Willingness to practice problem solving approaches in resolving family issues
Comprehension of selected communication skills
Willingness to practice selected communication skills
Comprehension of the concept of values
Awareness of personal values

EDUCATIONAL BACKGROUND: None. Level II.

SUGGESTED TIME: 3-6 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Assemble supplies for Map Your Family activity.	S.M.1
	Prepare copies of instructions for mapping family.	
	Transition: Learning about families is somewhat similar to being an explorer. The explorer looks for landmarks which will help to identify important and interesting aspects of the new country. Records of the findings are made in the form of maps. The maps show only the most important features of the new country.	
	To become familiar with families, we are also going to prepare maps. The maps can help us to notice important and interesting aspects of families.	
	Familiarize students with directions for the mapping the family activity.	
	Circulate among students as they map families to provide assistance.	
	When maps are completed, have each student describe her or his family map. Maps may be displayed in the classroom.	
The family composed of two married partners and their children; either natural or adopted, is called a nuclear family.	As students describe the membership of their families and the relationships among members, the teacher may introduce the terms used to refer to families that have particular structures.	
The partners are related by a marriage contract and usually by an affectional relationship.	Retain family maps if they are not displayed in the classroom.	
The children in a nuclear family are related to the parents by blood or by a legal relationship established through adoption. The parents and children also usually share affectional relationships.		
The family which includes one parent and one or more children, either adopted or natural, is called a single parent family.		
The parent and child(ren) may be related by blood or by a legal relationship established through adoption. The parent and child(ren) usually share affectional relationships.		
The absence of one parent may be due to death, separation, or divorce, or the parent may never have been married.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The family composed of married partners with no natural or adopted children is called a couple or a childless couple. The partners are related by the marriage contract and usually by an affectional relationship. The family composed of three or more generations is called an extended family. Members of the group are related by blood and usually by affectional relationships. Relationships among members are due to blood, legal relationships, and affection. A group of people sharing a common concern for each other and living together is called a communal family. Individuals in a communal family may be related by blood and/or by marriage, but this relationship is not necessary in order to meet the definition of a communal family.	**Pre-Teaching:** Ask students to bring pictures of members of their families engaged in an activity and/or cartoons or comic strips which depict activities of families. These pictures will be used later to examine the functions of the family. Display family maps and write titles and brief descriptions of types of families on chalkboard or other visual. Transition: Through the mapping activity we have discovered some different types of families. Pick out two of the family maps and identify one idea or quality they have in common. Do other families share that quality or characteristic? As quickly as you can, identify one idea or quality that all the families have in common. Encourage students to identify similarities among types of families. Test ideas by asking: Would the characteristic identified hold true for all types of families we have studied.	
All groups of people that are referred to as families share some characteristics in common. The persons in the group (at least two) are related to each other in one or more ways: blood personal affinity, liking, or commitment (In some instances, the affinity has been reinforced by legal relationship,		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
as in marriage and adoption.) The related persons usually share a common residence. The related persons in the group usually share responsibility for the economic well-being of the family members. The persons in the group usually have some positive regard for each other. They share affection or concern for each other and assume responsibility for the well-being of each other.	What are the qualities that a group of people called a family have which differentiate them from other groups? Encourage students to formulate a tentative definition of the term family. **Pre-Teaching:** Prepare copies of Family Members in Action. Prepare large visual with stems of "I learned..." statements. Arrange display space for pictures and cartoons of family activities. Prepare title "FAMILIES IN ACTION." Order and preview film: **Understanding Your Parents: What Separates Us, What Draws Us Together.** Transition: Families seem to exist all over the world. Some of you brought pictures of your family in action or cartoons which illustrate family activities. Will you tell us something about the picture you brought and the activity that is taking place. When student has completed report, display pictures under title "FAMILIES IN ACTION." Continue with student reports until all pictures have been displayed. The pictures tell only part of the story about the relationship of family members to each other and the activities of families. Let's brainstorm a list of activities which families perform. Explain brainstorming to students if they are unfamiliar with the procedure and carry out the activity. When the list is complete, divide the students into small groups. Transition: Assume that your small group is a family. You may choose which of the several types of families	S.M.2 S.M.3 S.M.11

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
us and ways in which to work and relate to people in the world helps individuals to develop and contributes to their wel-being. Family members also provide opportunities for individual members to experience love, acceptance, recognition, and security which are necessary for total well-being. Some activities or tasks which individual family members perform may not contribute to the well-being of the family or another member. Families may not be able to completely meet the needs of their members. Assistance from outside the family group may be needed.	Give students copies of Family Members in Action. Familiarize students with direction. Clarify meaning of phrases which appear under the action column. Encourage class members to fill in other actions to complete the chart. Illustrate how the chart is to be filled out by using a fictitious family (or the teacher may use her or his own family). Allow time for the students to complete the chart. Introduce the "I learned..." statements. Allow time for students to respond in writing to the statements. Share student statements. Do not discuss. Reassure students that there are no right answers. Remind students to use the "I learned..." phrase in reference to themselves rather than others. **Pre-Teaching:** Assemble a variety of mobiles. Encourage students to bring mobiles. Three to eight mobiles are desirable. The greater the variation in size and organization of the parts of the mobile, the richer the stimulus for comparison. Display mobiles around the room in the view of the students. Transition: Some of you have noticed the mobiles around the classroom. Today we are going to use the mobiles to learn about families. To get ready, we will think about comparing two things that are somewhat alike. This is just for fun. Remember,	

there is no one right answers. There are many answers.

Ask: How is a basketball like an orange?

Possible responses:

Both have a pebbly outer surface.
Both can be thrown.
Both are round and firm.
Both come in different sizes.
Both can be purchased at a store.

Continue: That was good. Let's try another.

How is a pair of shoes like a house?

Encourage all possible responses. Continue only until all students appear to have the idea of comparison.

Select an object with which students are familiar, i.e., bicycle, dishwasher, snow shovel, school bus.

A personal analogy is telling how an object or idea might feel or what its thoughts might be.

Imagine that you are a snow shovel. How does it feel to be a snow shovel? What do you feel like? What are you thinking?

Student responses:

I feel cold with all this snow piled on me. I get tired of being on the shelf six months every year.

Choose another object, if necessary, and continue until students are responding freely.

Transition: Look carefully at the mobiles around the room.

Think about the activities we have completed in learning about families.

Refer to family maps and summarize major ideas related to structure and relationships.

Refer to Families in Action. Ask students to recall their "I learned..." statements.

Ask: How are families like mobiles? Write two or three ideas on a sheet of paper.

After three to five minutes of thinking and writing time, share ideas orally.

Student response:

Members of a family are not exactly like each other,

neither are parts of a mobile.

Families are made up of individuals and mobiles have separate parts.

The parts of the mobile are at different levels—some nearer the top and some farther from the top. Members in the family are also either closer to the beginning of the family or farther away.

Mobiles come in different sizes and so do families.

Once an individual is part of a family, it is difficult not to be a member of the family. The parts of a mobile cannot easily leave the mobile.

Mobiles have a purpose and so do families.

Continue until a natural pause occurs. Now imagine you are a mobile. Look at one in particular. What does it feel like to be part of a mobile?

Possible student responses:

I really like this spot on the mobile; everyone sees me.

I hope the wind doesn't blow because I get all tangled up with the others.

I think I like being part of this mobile better than another mobile.

Wow! that part on the other side got moved and I'm all out of balance.

Gee, I get bored with holding everyone else up.

I get tired of holding all the others together. When do I get a rest?

Continue as long as students are able to respond.

Let's think again, how are families and mobiles alike?

Record student responses on chalkboard under "SIMILARITIES."

How are mobiles different from families?

Record student responses under "DIFFERENCES." If new similarities are identified, add those to the appropriate list.

Encourage responses. Ask students for explanations and examples of their comparisons.

Possible responses:

The mobile is affected by outside forces. The family is

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	also affected by outside forces. The mobile depends on people to balance it. The family is also dependent upon the people in it to help it work smoothly. It is difficult to keep a mobile balanced. It is difficult to keep a family working together. A change in any one of the parts of the mobile can affect the functioning of the mobile. A change is any one of the members of the family can affect the functioning of the family. The parts of a mobile have only a limited number of ways they can change. People in a family have many different ways in which they can change. If a family is having problems in working together, there are experts who can help with the problems. If one has problems in making a mobile, there are experts who can help with that problem. The consequences of a mobile's not functioning well are slight. The consequences of a family's not functioning may be serious. When a new part is added to a mobile, all of the other parts must be adjusted to balance the mobile. When someone new is added to a family, all of the other members make some adjustment to keep the family functioning. At the conclusion of the activity, have each student complete the following exercise: On a blank sheet of paper write the ideas and feelings which you have about families. Do not sign your name. Collect statements and use the following day. **Pre-Teaching:** Assemble a small paper bag or envelope and three to five slips of paper for each member of the class. Review Notes to the Teacher.	S.M.4
	Transition: As we looked at mobiles and compared families and mobiles, we learned some interesting ideas. (Use student statements to illustrate some of the ideas and feelings which were part of the learning.) All families appear to have some problems or concerns. As we view the film **Understanding Your Parents: What separates Us, What Draws Us Together,** think about the concerns illustrated in the film. View film. (If film is not used, continue with the identification of concerns.)	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	On the slips of paper which you will receive, write the concerns you have about your family or other families. Place the concerns in the envelope and pass it to your left until I tell you to stop.	
	Stop the passing when students have an envelope which is not their own. Students will open envelopes and read aloud a concern from that envelope as the teacher lists the concerns on the chalkboard or chart. Or the teacher may collect the envelopes and read while students act as recorders.	
	When all of the concerns are listed, there are likely to be a number that are similar or related. Assist students to group those that are similar.	
	If students are to maintain interest as the Problem Solving Strategy is explained and illustrated, the concerns which are to be studied must be of real interest to students. Therefore, it is suggested that students be permitted to work on concerns as individuals or in small groups.	
	Assist students to narrow and define concerns.	
	Encourage them to consider ways of studying the concerns.	
	With the help of the class members, identify concerns and groups of students who are interested and willing to study them.	
	Pre-Teaching: Develop a visual which can be used to remind students of the several steps in the Interpersonal Problem Solving Strategy. For example, large footprints on which are written the names of each of the steps can be displayed around the classroom as the steps of the strategy are studied. Or labels which identify the several parts of the strategy may be attached to a step ladder as each step is studied.	
	Prepare copies of Problem Solving Strategy Worksheet.	S.M.5
	Transition: Display step one of the Problem Solving Strategy—identification of the situation.	
	Explain the tasks which are involved in identifying the situation.	
	Direct students in completing the first step.	
The first step in solving a problem is defining the problem.	Circulate to students as they work. Assist them in being specific in describing the situation.	
Defining the problem includes identifying the following: Who is involved? What is the setting in which the problem or	If students appear to have difficulty, illustrate the identification of the situation with a concern between a younger child and parents. For example, a fifth grade student wants to bike downtown and stay out from 7 to 9 p.m. without checking with her/his parents.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
concern occurs? To what extent are the different people involved?		
Step two in solving the problem is stating the problem from each person's point of view. People who are involved in problems often do not have the same point of view concerning the problem.	Students may take the roles of parents and fifth grader in order to better understand the situation from different points of view. Explain step two and have each student write the problem out as he or she views it. Ask: Do the people who are involved in a problem or concern see the problem the same way? Refer to the problem between the fifth grade child and parents. How do you find out what other people feel or believe about the problem? **Pre-Teaching:** Select a picture, poster, record album cover, or other illustration which would be of interest to students. Remove or cover any caption which appears. Transition: Talking and listening are ways which can be used to find out how other people view a situation. Direct attention to the illustration. Look carefully at the picture. Allow one minute for observation. Ask several students to respond to these questions: What did the illustration tell you? How did you feel about the illustration? Record student responses on chalkboard. Observe carefully the non-verbal mannerisms which are part of the communication. Explain the key ideas which are part of open communication. Use student statements and actions to illustrate the ideas.	
Communication is a process by which meanings are exchanged between people through verbal symbols (words, oral or written) and/or through non-verbal symbols (posture, expression, gestures, etc.) Open communication occurs when the persons exchanging meanings express as clearly as they can their ideas and their feelings. Open communication occurs when the persons involved in communicating listen attentively and actively for the meaning of the message. Open communication occurs when the persons involved try to understand each other's ideas and feelings. Communication is needed because no two persons have exactly the same experience. Each person is likely to develop a different idea and feeling.	Transition: Communication skills can help us to find out how other people involved in our problems and concerns see the problem.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Ask: What effect might the surroundings in which communication is carried on have on the communication?	
	Choose a partner with whom you would like to try some communication exercises. Decide who will be the message sender (A) and who will be the receiver (B).	
	Person B will be seated on the floor and person A will stand and look at B as he or she might when talking to B. Hold this position for one minute.	
	Reverse postions and perform the exercise for one minute.	
Open communication is more likely to occur when persons involved can see each other completely.	Ask: How well can you see the other person from the sitting position?	
	How important do you feel in this position?	
Establishing eye level contact between communicating persons gives each a feeling of self-worth and equal power.	When one feels unimportant, what effect might this have on her/his willingness to communicate?	
	Continue: Think of something you might tell your partner about this illustration (picture, album cover, etc.).	
Open communication requires active and intent listening which is more likely to occur when there is eye contact.	Turn your chairs back to back; sit down. Partner B starts talking. When B stops, A may respond. Continue for one minute.	
	Ask: What did you understand? What did you miss? How did you feel?	
	Reverse chairs to normal position and complete exercise again.	
	Ask: What did you understand? How did you feel?	
When a distance of more than three feet exists between persons who are trying to communicate, a strain may be placed on the relationship and feelings may be hidden.	Now, move about fifteen feet apart, face to face. Try a new message.	
	What did you notice?	
When one or more of the communicating persons is involved in an activity which diverts attention, the message received may become distorted.	Encourage students to identify situations and conditions which hamper communication.	
	Do you carry on conversation at home under poor conditions (while reading the paper, listening to music or T.V., in different rooms, etc.)?	
	Pre-Teaching: Prepare communication activity Listening and Talking.	S.M.6
	Transition: Are you always sure that you understand other people's ideas? Have you ever misunderstood someone's actions? If I said, "This class is impossible," what do you think it would mean?	
	How do you check to make sure that you understand	

other people's ideas, information, or suggestions as they intend them? How do you know a remark means the same to you as it does to the sender of the message?

The other person will clarify her or his remark when asked, "What do you mean?" or "Tell me more."

However, after the response, the question still remains, "Am I understanding the idea as it was intended?"

Paraphrasing involves making a statement which shows your own understanding of the other person's comments in order to test or check your own understanding.

If you state in your own words what the remark means to you, the other person can begin to determine whether the message is coming through as intended. Then, if he or she thinks you misunderstand, he or she can speak directly to the specific misunderstanding you have revealed. The term **paraphrase** can be used for **any means of showing the other person what her/his idea or suggestion means to you.**

With paraphrasing:

- The accuracy of the communication increases.
- A feeling of concern and interest is conveyed.
- Meaningful communication may more frequently result.

Give examples:

Terri: I really like to go to the basketball games.

Pat: Oh, you like the game because it is fast moving and exciting.

Terri: No. I enjoy being with the other kids and going out afterwards for a pizza.

or

I go to see Chris play.

or

I go to get out of the house.

or

I go because it's free.

or

I go so that I don't have to do homework.

Illustrate the concept of paraphrasing for the students. The content may be drawn from the exercise in which they observed the illustration.

Ask students to express themselves regarding the picture they viewed or the communication exercises.

Paraphrase the message.

Encourage the student to respond and correct the paraphrase, if necessary.

Do several examples and then divide the class into groups.

Explain Listening and Talking activity.

Students might communicate about any of the following or other topics you select.

Pet peeve
Qualities of a good friend
Favorite teacher

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Favorite singer or singing group Something which they do well and enjoy Something they want to learn to do better	
	As the groups practice, circulate to give help in the skill of paraphrasing.	
	How can paraphrasing be used in step two of the Problem Solving Strategy?	
	Pre-Teaching: Order film **Kids, Parents and Pressures.**	S.M.11
	Prepare copy of guide for viewing film.	
	Transition: View and discuss film.	
	and/or	
	Pre-Teaching: Prepare copies of Expressing Feelings form.	S.M.7
	Collect posters, pictures, and paintings which illustrate a variety of feelings expressed through verbal and non-verbal means. Display in the classroom.	
Feelings are a part of communication. Spoken statements communicate (tell) the feelings of the speaker.	Transition: Direct students' attention to the pictures.	
The speaker's voice, tone, emphasis, gestures, and facial expression, as well as the words spoken, also communicate feelings.	Ask: What words describe feelings which people in these pictures are experiencing?	
	Record phrases or words.	
	How do people communicate feelings?	
Feelings are more likely to be accurately communicated when the speaker uses spoken words which describe the feeling being experienced.	Present the Expressing Feelings sheet to the students. In the first group of sentences have students underline the word or words which express feelings.	
	Compare the second group of sentences to the first group. How are the statements different?	
	Pre-Teaching: Obtain a recording of "Father and Son" by Cat Stevens or "Walk a Mile in my Shoes" by Joe South.	
	Transition: Play the song several times and ask the students to listen with the following questions in mind.	
	What is the situation?	
	How do you feel about it?	
	What do the voices communicate?	
	What feelings do the speakers seem to express?	
	Encourage students to identify feelings as clearly as they can and then ask them to think of statements which could be made by the speakers to more clearly express the feelings.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	How might these statements affect understanding of the point of view expressed?	
	Direct students in completing part two of the Problem Solving Strategy.	
	Students will need to seek the ideas and feelings of others involved in the concern before proceeding to the next step.	
	Pre-Teaching: Develop factual statements related to one or more of the concerns of students.	S.M.4
	Develop a set of statements related to one or more of the concerns of the students which are opinions.	
	Transition: When students have had an opportunity to talk with the other persons involved in their concern or problem and have a record of that person's view of the problem, display the "I learned..." stems and have students share statements with the class members.	
Obtaining factual information about the problem or concern is the next step in the Problem Solving Strategy.	Direct students' attention to the third step in the Problem Solving Strategy. Display the visual.	
Factual information includes statements which describe what is or what has been.	Give students copies of statements which are examples of factual information and opinion or personal preference.	
Factual information includes statements which explain what is occurring or what has occurred.	Compare and contrast statements.	
The truth of factual statements can be determined by observation and testing.	Direct students in the identification of statements of fact and opinion or feeling related to their concern.	
Opinions are personal views or judgments about a situation or occurrence.	Assist students in the developoment of other factual statements.	
Opinions cannot be directly proved correct or incorrect, but the factual information on which opinions are based can be examined for accuracy and truth.	Resources which describe factual information related to the problem may be located and examined by the students.	
The reasoning which was used in forming the opinion may be examined to determine whether it is logical.	Encourage students to interview other persons involved in the situation to collect statements of fact and feelings or opinion.	
	Examine the information collected to determine the relationship of factual information and opinion to the problem or concern. Do the people involved have the same facts? How are the opinions or feelings different?	
	Pre-Teaching: Prepare copies of Decision Situations and My Decision.	S.M.8 S.M.9
Step four of the Problem Solving Strategy is the identification of all of the possible courses of	Transition: Introduce step four of the Problem Solving Strategy—generating possible courses of action.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
action in regard to the problem.	Divide students into small groups and present Dicision Situation.	
Consideration is to be given to those courses of action which you prefer and those others in the situation might prefer.	Have each group generate possible courses of action.	
	Students may find it helpful to assume the roles of various individuals in the decision situation and work through steps one, two, and three of the Problem Solving Strategy.	
	Record all ideas on chalkboard. It may be helpful to draw a line on the chalkboard and identify the opposing alternatives at either end of the line and other alternatives at positions along the line.	
	Assign a particular course of action to each group. The group is to develop statements which the individuals in the situation might make to describe their thinking and feelings about the particualr course of action.	
	To increase awareness of consequences, students may develop statements which identify the point of view of the young person, the parents, and another adult not involved in the situation.	
Step five of the Personal Problem Solving Strategy involves consideration of the possible consequences of following a particular course of action.	Allow time for the students to develop statements related to the assigned alternative.	
	Students may report the statements developed by their group. Other class members may add statements which they think the young person, parent, or adult might make.	
	Give each student a copy of the decision sheet.	
	Familiarize students with the directions and have them complete the form. The teacher should also complete the form.	
	Collect the completed forms and provide written feedback in the form of clarifying questions.	S.M.10
	Avoid arguing or disagreeing with alternative selected.	
	Students may pick up papers and react to teacher's questions.	
	Transition: Display step six of the Problem Solving Strategy.	
Values are ideas regarding what is good, worthwhile, desirable, and right.	Identify and illustrate the role of values in decision making. The teacher's choice among alternatives and reasons for this choice may serve as an illustration of values in action.	
Values are prized and cherished. Persons who hold a particular value will affirm it publicly.		
Values are relatively stable and unchanging.		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
A person who has ideas about what is good, worthwhile, and right will not be easily changed from this point of view. Values have been developed by individuals through the experiences they have had and further experiences may result in changes in these values. Values serve as a basis for making choices among differing courses of action. The reasons people have for making a choice reveal or indicate values more accurately then the choice itself.	Direct students in completing steps four, five, and six of the Problem Solving Strategy in regard to their identified concern or problem. Groups of students, or the entire class, may identify other concerns and study them through the Problem Solving Strategy. If students have difficulty with particular phases of the strategy, additional opportunities to work through those phases may be provided.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	your group wishes to be. You may also designate the age and sex of the members of the family.	
	The family members have decided that some of the activities which they find themselves involved in may not be important to them. Some of the family members feel that they are responsible for many more activities than other members.	
	The family has agreed to examine the activities and determine whether changes can be made.	
	They have made a list of activities. (Refer to the list formulated by the class.)	
	In your group (family) consider the following questions. Be prepared to report your ideas to the class.	
	Record the following questions on the chalkboard for reference as the groups work.	
	Which activities belong together?	
	Why do these activities seem to belong together?	
	What could the group of activities be called?	
	If the family or a member within the family was unable to perform the tasks, what might happen to the family and its members?	
	How does the carrying out of this type of work or task affect the family or a particular member of the family?	
	Circulate to groups and encourage them to consider the effects on family members of performing or not performing the activities.	
Some of the activities or tasks carried out by the family members contribute to the physical well-being of the members.	Avoid decisions as to who will perform the activity.	
Providing food, clothing, space for living, adequate light, heat, and cleanliness are some activities which keep family members physically healthy and also give them a sense of well-being.	Groupings of activities developed by the students are likely to be related to meeting physical, psychological, and social needs of human beings.	
	Family groups may take turns reporting.	
Some of the activities or tasks performed by the family members contribute to the social and psychological well-being of the members.	Each group may identify a group of activities and explain their group's thinking regarding effects of performing and not performing the activities.	
Providing opportunities to learn about the world around	Encourage students to consider effects on different members of the family and effects over a period of time.	

S. M. 1 MAP YOUR FAMILY

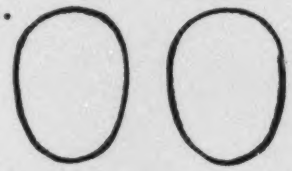
Purpose: To graphically portray the structure of families and the relationships among members of the family.

Materials: Clear transparencies or large sheets of paper on which students may map their families. The finished maps will be viewed by the class; therefore, they should be large enough to be seen easily.

Crayons or markers to use on transparencies.

Divide the transparency or sheet of paper into five equal spaces to show different generations.

Symbols for adults:



Symbols for children:

Symbol to indicate marriage: - - - - - - - - - -

Symbol to indicate blood relationship: _____

Symbol to indicate affectional relationship: ~~~~~~~~~~

Arrows at the ends of the lines indicate one-way or two-way relationships.

You may wish to invent your own symbols to represent various kinds of relationships.

Begin mapping by identifying those persons who live at your home.

1. Enter parent symbols on the third section.
2. Indicate grandparents or other relatives of that generation on the second section from the top.
3. Represent great-grandparents or other relatives of that generation on the first section.
4. Show children and other relatives of that generation on the fourth section.
5. Place grandchildren, nieces and nephews on the fifth section.
6. If someone were once a part of your family but is gone now, represent her or him with a filled-in circle. (He or she may be gone by reason of death or divorce or may be a brother or sister who no longer lives at home.) A person who has been part of the family leaves a definite impact and is very much alive in the memories of those left behind.

S. M. 2 FAMILY MEMBERS IN ACTION

Directions: On the left side list the names of the people who are members of your family or presently members of your household.

Fill in the blank spaces in the columns labeled Actions with tasks or activities which are part of the action in your family.

Consider each family member's contribution to performing the tasks listed. Use the following code to indicate the extent to which the individual participates in the action.

Very little Some Significant

ACTIONS

Name of Family Member	Smiles and greets family members after an absence	Argues about doing assigned tasks	Prepares food	Maintains the home	Inquires as to how others spent their day				

S. M. 3 "I LEARNED..." STATEMENTS

Purpose: This approach can serve several purposes. It provides the teacher and students feedback about the activities in which they have just participated. Since students are allowed to respond in their own words and generate responses to the incomplete statements, the approach can help them to clarify learnings.

Procedure: Prepare a chart with the following sentence stems. The chart can be stored and used whenever appropriate in the unit.

"I learned that I...."

"I discovered that I...."

"I was surprised that I...."

"I was pleased that I...."

"I was displeased that I...."

Introduce the chart by indicating that there are no right or wrong answers.

Remind students that statements are to refer to themselves rather than to other people. For example, "I discovered that I had not thought about how my parents might feel" rather than "I discovered that my parents...."

If statements are to be shared orally by class members, do not allow discussion of the statements. Discussion has a tendency to interrupt the freedom of expression.

Statements may be completed orally or in writing.

S. M. 4 EXPLANATORY NOTES TO THE TEACHER

The parts of the mini unit which follow are to be used in helping the students understand and cope with concerns or problems which have been identified in a general manner. The three sections present conceptual content and pupil-teacher interaction related to an interpersonal problem solving strategy, communication skills, and value clarification.

These conceptual areas identify and give the students some opportunity to practice several processes which are related to the development of the ability to cope with problems and concerns.

Each teacher in the particular situation will decide the order in which the areas will be studied. The relationship between the problems or concerns being studied by the class and the three areas identified will need to be made explicit by the teacher. For example, in the investigation of the concern that some teenagers may have about the hours they are to keep, it is likely that communication skills could be appropriately taught in several different sequences.

A suggested sequence for incorporating the three sections as a particular concern is studied follows:

1. When concerns have been narrowed to one or two, introduce step one in the Problem Solving Strategy and have students complete the task as described.

2. Present step two of the PSS. (Parts of the section directed toward improvement of communication could be studied at this point. Gathering information regarding each person's view of the problem would be related to clear communication and accurate listening.)

3. Introduce step three and help students to carry out information gathering activity. (Continue communication skills, perhaps with emphasis on sorting factual statements from statements of feeling or value.)

4. Introduce step four and encourage students to be open to all alternatives. (Continue to use communication skills as alternatives are suggested.)

5. Encourage students to examine the possible consequences of the alternative courses of action. (Continue to use communication skills.)

6. Ask students to choose the course of action they believe is best.

7. Introduce section on values. Relate student choice of alternative to the values which may have directed the choice. Students' <u>reasons</u> for choice usually reveal values or value indicators.

8. Complete other steps in PSS.

S. M. 4 INTERPERSONAL PROBLEM SOLVING STRATEGY

Steps	Partial Illustrations
1. Identification of the Situation	Jerry has invited me to go snowmobiling with him Friday night.
What is the setting in which the problem or concern exists?	I must have my parents' permission to go snowmobiling.
Who are the people involved?	Other kids that Jerry and I know will also be snowmobiling. There may be four other snowmobiles.
	I want to go very much. This is the first time Jerry and the others have asked me to snowmobile.
	Jerry said he would be disappointed if I couldn't go.
	Several of my best friends are going.
2. Statement of the Problem	Jerry said his parents want everyone he invites to have her/his parents' approval.
What is the difficulty?	I told my parents about the invitation. They said that I probably can't go because it isn't safe.
How does each person see the problem?	
3. Obtaining Factual Information	Fact: Jerry has taken a snowmobile safety class.
What is known about the situation?	Fact: I have a helmet to wear.
Are the ideas expressed facts?	Opinion: We will only ride on the trails.
Are the ideas expressed personal opinions?	Fact: There are trails to ride on in Jones Park. The park is three miles from Jerry's home.
Do all the persons agree on the facts?	Fact: Jerry broke his wrist in a car accident last year. He was driving.
Are the facts related to the situation?	Fact: I have ridden with Uncle Tony.
Are the opinions or judgments supported by facts?	Opinion: Jerry is reckless.
	Opinion: The traffic is too heavy on the roads between the park and Jerry's home.

Steps	Partial Illustrations
	Fact: When you went riding with Paula last year, you were late getting home.
4. Generation of Possible Courses of Action List all courses of action. Consider both those you prefer and those the other person might prefer.	If parents continue to object, agree to stay home. Agree not to go snowmobiling but insist on being allowed to be at Jerry's home. Agree not to go. Leave and join the group without parents' knowledge
5. Consideration of Possible Consequences of Each Course of Action How would you feel if that action were taken? How would the other person in the situation feel? How would the action affect relationships with others in the situation? How would the other people in the situation behave?	If I agree not to go but leave without my parents' knowledge... I will feel guilty while I am snowmobiling. I will probably feel guilty even if no one discovers what I have done. I probably won't have as much fun as I would if I had permission. If anything happens while we are snowmobiling, I probably will be grounded for weeks. If my parents find out I have lied, they will be disappointed in me. If they find out, they will probably punish me by not letting me ride snowmobile with anyone this winter. Jerry may be pleased. I may get Jerry in trouble with his folks since they said only kids who had their parents' permission could ride. My parents may begin not to believe me when I tell them something. The other kids may think...

S. M. 4 INTERPERSONAL PROBLEM SOLVING STRATEGY (cont'd)

Steps	Partial Illustrations
6. Identification of Action Which Appears Best Identify the reasons for the choice (values). Reconsider the reasons for the choice. What is most important? How will you feel about this choice next week? Will you be proud of your choice next week?	
7. Movement of Decision into Behavior	
8. Evaluation of the Outcome	

S. M. 5 PROBLEM SOLVING STRATEGY WORKSHEET

	AS YOU SEE IT	AS OTHER PERSON SEES IT
1. SITUATION Identification of the Situation What is the setting in which the problem exists? How many people are involved? Who are the people involved? To what extent is each person involved?		
2. PROBLEM Statement of the Problem What is the difficulty? How does each person involved view the problem? What are the feelings of each of the persons involved in the problem?		
3. FACTUAL INFORMATION What is known in the situation? Are the ideas expressed facts? Are the ideas expressed personal opinions?		

S. M. 5 PROBLEM SOLVING STRATEGY WORKSHEET (cont'd)

	AS YOU SEE IT	AS OTHER PERSON SEES IT
4. POSSIBLE ACTION Generate possible courses of action.		
5. POSSIBLE CONSEQUENCES Consider possible consequences of each course of action. How would the action affect the problem? Would all persons involved react in the same way? Would the course of action intensify rather than resolve the problem?		
6. TENTATIVE CHOICE What action appears to be the best to follow? Identify reasons for your choice.		

S. M. 5 PROBLEM SOLVING STRATEGY WORKSHEET

	AS YOU SEE IT	AS OTHER PERSON SEES IT
7. ACTION Move the decision into behavior.		
8. EVALUATE Evaluate outcome.		

S. M. 6 LISTENING AND TALKING

Instructions: Divide the class into groups of three persons. Each individual will have the chance to participate as (1) sender or sharer of a message, (2) active listener, (3) observer of the processes. Rotation through the roles can be arranged in a numerical or alphabetical order. Topics to be used as subject of the communication can be selected on the basis of current ideas being studied or others suggested.

Tasks:

1. Arrange yourselves in a manner which will help the communication process.

2. (Sender)

   Share a message with the listener which will tell something you are thinking about (_____). The topic can be specified according to the class concern or problem.

3. (Active Listener)
   Paraphrase the message. Attempt to increase your understanding of the message. Attempt to convey a feeling of concern and interest.

4. (Observer)
   Did the listener paraphrase the message (i.e., make a statement which expressed his own understanding of the sender's message)?

   Did the listener and sender look at each other during the communication?

   Did the sender respond in some way to the listener's paraphrase?

S. M. 7 UNDERSTANDING WAYS TO COMMUNICATE FEELING (May be teacher only reference)

Statements with the following qualities help to convey the speaker's feelings:	Statements with the following qualities do not help to describe the speaker's feelings.
The speaker conveys feeling by describing and naming the feeling. I am really annoyed with your behavior.	Commands such as these convey strong emotion without describing the kinds of feelings which evoked the command. Shut up! Don't ever do that again.
The speaker specifies that he feels confused, frustrated, and annoyed. He describes feelings but does not evaluate the exercise itself. I'm confused, frustrated, and annoyed by this exercise.	The speaker expresses a <u>negative value</u> judgment. He conveys some kind of negative feelings without describing them. This is a very poor exercise. I feel this is a very poor exercise. Although the speaker begins by saying "I feel...," he does not then tell what he is feeling. Instead, he passes a negative value judgment on the exercise. Note that merely tacking the words "I feel" on the front of a sentence does not turn it into a description of feelings. People often say "I feel" when they mean "I think" or "I believe." For example, "I feel the Red Sox will win." or "I feel it will rain tomorrow."
The speaker conveys positive feeling by describing it as liking for the other. I really like you.	The speaker states a <u>value judgment</u>. He conveys positive feelings toward the other without describing what they are. Does the speaker like the other, respect him, enjoy him, love him, or what? The expression does not tell us. You're a wonderful person.

S. M. 7 EXPRESSING FEELINGS

Directions: Underline the words which describe the feelings of the speaker.

1. I am very pleased with your work.

2. I feel sad when I see that you are not doing your best work.

3. This assignment makes me feel confused and angry.

4. When Jane is around, I feel free to be myself.

5. When I go to the dentist to have my teeth checked, I am frightened.

Directions: Read the sentence and write down the feeling which you think is being expressed. Reword the statement to more clearly communicate the feeling.

1. You have no business looking at my letters.

2. Be quiet! Not another word out of you.

3. Everyone likes you.

4. No one ever listens to me.

5. This is really a poor test.

S. M. 8 DECISION SITUATIONS

Ann is popular in school. When her mother died several weeks ago, many of her classmates attended the funeral. Since that time, Ann has found it difficult to pay attention to school work. When assignemnts have to be turned in, Ann has done the work with some firends. One of the classmates who has been particularly helpful is Sally. Before Ann's mother become seriously ill, the girls had regularly visited in each other's homes.

Miss Lendston, the math teacher, gave a major test today. Ann had not prepared for the test and did not know the material. Therefore, she sat in a desk near Sally. She planned on copying Sally's paper. Sally knew that Ann would be copying her paper although neither girl had said so directly. During the test, Ann did copy from Sally's paper. When the test was over, Sally felt sort of strange because she had let Ann cheat. She really didn't know what to do. What could she do?

Dear Ann Landers:

Our 17-year-old daughter has been dating a 19-year-old boy for the past year. Jim is a fine young man, a good student, and a careful driver. He announced a few days ago that he had purchased a motorcycle and our daughter expects to ride with him.

I have good reason to fear motorcycles. The sons of two close friends were nearly killed on motorcylces. A neighbor's daughter was in a motorcycle accident a few months ago and she will never walk or talk again. I told our daughter that we will not allow her to ride on Jim's motorcycle and she is very upset. She assures me that Jim will handle the motorcycle with extreme caution. She also says if she is not permitted to ride with him he will drop her.

I don't want to lose a lovely daughter, either on a motorcycle or through lack of communication or understanding, but I know that if I say yes my heart will be in my mouth every minute she is away from home. Do I have the right to say no?

You've got your father's car and are on your way home from a late party. You've dropped the girls off and there's just Tom to take home. You're so tired and sleepy that you ask Tom to drive, even though he has only a permit and the law says he may not drive at night. He misjudges his distance and slams into the side of another car. The other driver jumps out of his car. In a split second you realize that if your pal is named as the driver you've broken a law by turning the car over to him and you are responsible. But, on the other hand, if you say that you were driving you will be telling a lie, and, since the accident was caused by your car, you will probably lose your license. What can you do?

S. M. 9 MY DECISION MY IDENTIFICATION_____

Describe the decision situation as you understand it.

The course of action which I would choose is...

I have chosen this course of action because...

S. M. 10 CLARIFYING RESPONSES

1. Are you glad about your decision?
2. What do you mean by _____? Can you define that word?
3. Where would that idea lead? What would be its consequences?
4. Would you really do that or are you just talking?
5. Are you saying that... (repeat the statement)?
6. Did you say that... (repeat in some distorted way)?
7. Is that very important to you?
8. Do you do this often?
9. Would you like to tell others about your choice?

Source: Louis E. Raths, et al. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Co., 1955, pp. 56-62.

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Kids, Parents, and Pressures. Produced by Robert Fande Productions, Inc. Available on a five-day free loan from Metro Drug Awareness, Minneapolis Health Department, 250 South 4th Street, Minneapolis, MN 55414
Call (612) 348-8027 to reserve the film. It must be picked up and returned in person.

Understanding Your Parents: What Separates Us, What Draws Us Together. Guidance Associates, 757 Third Avenue, New York, N.Y. 10017.

UNIT TITLE: *LEARNING TO CARE FOR CHILDREN*

UNIT FOCUS: The unit introduces the student to the concept of child care. Children from infancy to pre-school age are presented as developing individuals. The responsibilities of the child care person (baby sitter) and the procedures used with children are considered in terms of their effects on the welfare and development of the child. Employer-employee relationships and responsibilities are considered. An overview of other careers related to the field of child care is included.

RATIONALE: Junior high school students are frequently given the responsibility of caring for children younger than themselves, either in their own families or as employees of other parents. Child care workers of this age do not assume the responsibilities associated with parenthood; however, they are called on to solve problems similar to those of parents and to provide for the health and welfare of children for short periods of time. Accurate knowledge regarding the growth and development of children and the effects of various practices and procedures on development has not been developed by students at this age. It cannot be assumed that experiences of junior high school students with children have provided accurate or adequate background in the area of child care. Instruction in this area can begin to prepare students to assume the roles of informed, responsible child care workers (baby sitters) and can contribute to the development of positive attitudes toward children and self.

INSTRUCTIONAL OBJECTIVES:

Comprehension of the concept of deliberate, thoughtful child care
Comprehension of the developmental processes in regard to human growth
Comprehension of the effect of child care practices on the development of children
Comprehension of the relationship of developmental characteristics of children to the provision of adequate safety
Comprehension of the relationship of developmental characteristics of children to the selection of appropriate play materials
Comprehension of the relationship of developmental characteristics to the selection of procedures to foster independence
Willingness to provide thoughtful child care
Willingness to respond positively to young children
Comprehension of the employer-employee relationships in child care jobs
Knowledge of career opportunities related to child care

EDUCATIONAL BACKGROUND: None. Level I.

SUGGESTED LENGTH OF TIME: 2-3 weeks

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Pre-Teaching: Prepare copies of the word scramble Caring for Children.	S.M.11
	Direct students in completion of the word scramble. Look for 30 single words or two-word phrases that are related to the care of children and the duties of child care workers. The words may appear vertically, horizontally, or diagonally.	
	After completion of the scramble, direct students in the following tasks:	
	Identify a word from the scramble.	
Child care is a kind of work in which a person other than the parent is responsible for the well-being of the child or children in her/his care.	Explain how it is related to the duties of a child care worker.	
	Give examples from personal experience that illustrate the relationship.	
A person is responsible for the child or children for a specified and limited period of time. (a few hours to several days).		
A person is called on to solve problems which arise, carry out duties to protect children, and encourage their growth and development.		
The children being cared for are not able to care for themselves in all of the situations which might occur.		
The person who cares for the children is usually, but not always, paid for the work performed.		
	Pre-Teaching: Assemble pictures (from magazines, family photographs, cartoons, reproductions of paintings) of children of various ages being cared for and interacting with people who are serving in a child care role.	
The types of care which child care workers most frequently provide for children are:	Prepare Survey of Child Care Experience.	S.M.2
preparation of food and feeding		
	Transition: Divide students into groups of 3-5 persons per group.	
dressing and undressing	The pictures which your group has been given show children at various ages with someone who is responsible for their care.	
	Which pictures does your group think belong together?	
	Arrange the pictures in groups.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
keeping the child (children) clean	Be ready to explain to the class the reasons the pictures were grouped together. How are they similar? Direct small groups in reporting their ideas to the class. Groups may take turns reporting and pictures may be displayed on bulletin board or in the form of several collages prepared by each group. As students report, ask: Why does the person responsible for the child perform that task? What might happen if the child care person did not perform the task? Transition: Since this unit is to be concerned with the care of children and your work in providing that care, let's find out about the kinds of care you have provided for children. Direct students in the completion of the Survey of Child Care Experience. Through a show of hands, students may indicate the frequency with which they have provided the particular type of care. Continue: At the bottom of the page are several questions that ask you to name other people and things for which you provide care. How did you answer these questions? Record student responses on chalkboard. Write the words "CARE" and "CARING" on the chalkboard or a large visual. When you care for something, how do you act? Select one of the things students indicated they care for and ask: When you care for _____, how do you behave? Is there something special about your behavior? Think about the care which is given a child. How is that care similar to the care given other things we have listed? If you were given a pet such as a turtle, fish, kitten, dog, or gerbil, would you know how to care for it? If you did not know how to care for the pet, what might you do? If you know how to care for the pet, how did you get that information? How might learning to care for a pet be similar to taking	
providing a situation in which the child can learn (through play and/or study) providing an environment which keeps the child from harm (safety) providing an environment in which the child feels safe and happy (security) Providing a situation in which the child can rest or sleep		
Caring is a type of action or behavior which is characterized by the following: a sincere interest in the person or object receiving the care a desire to take those actions which will be benificial to the person or object receiving the care or action a watchful and attentive attitude toward the person who is		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
receiving the care A person who cares for others seeks whatever information is required in order that her/his behavior will be beneficial to the person who is receiving the care.	care of a child? Record student responses under the terms "CARE" and "CARING". Continue: What does it mean when someone says, "I care about...?" How can you tell when a person cares? How is the behavior of someone who cares about a person or object different from that of someone who does not care?	
A person who cares for others is willing to expend time and effort in learning about the person to be cared for and the type of care which will be benificial to her or him. A person who cares for others can be depended upon to carry out those activities which are beneficial to the person to whom care is given.	Provide each student with a slip of paper or have them use the back of the survey sheet. Ask them to complete the following statement: A person who cares for children... If slips of paper are used, collect responses and attach to the visual. Display in the classroom.	
Deliberate, thoughtful care of children is characterized by the following qualities: accurate knowledge of children's development is the basis of the procedures used; Adequate knowledge of children's development is the basis for the procedures used;	**Pre-Teaching:** Prepare copies of the situations which are examples and non-examples of the concept. Transition: The situations described on the sheets of paper which you have been given have something to do with children and child care workers. Our job is to discover what ideas are similar in all the situations marked A. The situations marked B will help us because they are different from the A's in some important way. Read, or have students take turns reading, the first two situations marked A. Ask: What is similar about the two situations? What did the child care person do? What happened to the child? Ask questions to clarify the students' responses. Record responses which identify similarities between the two situations. Read a situation marked B. Ask: What appears to be different about this situation? What happened to the child? Why did the child care worker take the action he/she did? Does this give us any new ideas about what might be similar in the situations marked A? Record ideas which are true of both A's but not true of the B.	S.M.1

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Continue reading situations marked A. Ask: How is this similar to the other A's? What ideas are true of all the A's?	
	Record responses.	
	Continue reading the situations as they appear on the support material.	
	Students may contrast the A's and B's and identify the similarities among the A's.	
	When students have completed examination of all the situations, ask: What is the idea the A's illustrate?	
	Encourage students to summarize in their own words the characteristics of thoughtful, deliberate care.	
	Ask: What name would describe the care provided the children in all the situations marked A?	
	Transition: Direct students' attention to the support materials. Continue:	
Accurate information about the child being cared for can be obtained from several sources: a study of ideas which have been discovered through observation and testing, observation of the child in her/his real life setting, report of parents about the child.	The situations which resulted in the child's being harmed or involved in possible danger were similar because the child care person either did not have knowledge of what was appropriate to do with the child or did not act according to the knowledge he/she had. What did the child care person need to understand or know in order to provide proper care for the child? Where could the child care person get the needed information?	
	Did the child care person need any skills?	
Skills in caring for children, such as bathing, diapering, feeding can be developed through observation and practice.	What skills did the child care person need in order to provide proper care for the child? How could that skill be developed? **Pre-Teaching:** Prepare "I can" checklist. Order safety cards.	S.M.3 S.M.12
	Transition: To be a responsible child care person means that some knowledge of children's abilities is necessary.	
	The work of the child care person is directly related to the abilities of the child.	
The child begins to develop muscle control during the first year of life. Development of muscle control and movement of the body is very gradual. It follows the same general pattern in all	On the checklist that you have, please put an x in the column if the child is able to do the task for herself/himself. Consider only the newborn to one year old at this time. Share student responses. If disagreement arises, have students consult resource information on the development which is being considered.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Children. Muscle control moves from head to foot. Muscle control develops from parts closest to the main body axis to parts farther away (arm to hand to fingers). As development occurs, the child moves from responding with the whole body to gradually responding with movement of a specific body part. Young children need someone to perform many of the tasks which help their bodies to grow and develop. Young children must be protected from things which would harm them. They cannot protect themselves.	As student responses about the various capabilities are reported, ask: If this is what the child can do, what is the child care worker's job? If this is what the child can be expected to be like at this age, what must the child care worker plan to do? From the student reports, identify kinds of care the child care worker will need to provide for the infant to one year old. Demonstrate the following procedures or invite a mother and young child to the class to provide the demonstration. holding and handling an infant preparing a bottle and bottle feeding spoon feeding diapering and dressing bathing and cleaning of face and hands preparing the child and the space for sleeping providing a safe environment **Pre-Teaching:** Select an object, food, tool, or animal which is unknown to the majority of students in the class. Display the item or a picture of the item. Ask: What is the object? What can you say about the object? Write the responses on the chalkboard. How did you come to know these things about the object? Let several students who did not know the object handle it. Ask: What can you say about the object? How did you know this about the object? What could you do to learn more about it? How is this way of learning similar to that used by the growing child? Display a second object which is familiar to all the students. Ask: Let's imagine we wanted someone to learn about_____	
Learning begins with the use of the senses to experience what is happening in the world around us. The senses of sight, hearing, taste, touch, and smell are commonly used to gather information about objects, people, and events in the world. To learn about objects, people, and events, the individual must have experiences with those objects, persons, and so forth. The infant and young child use their senses to learn about the world around them. The sights, sounds, and smells that are sensed are gradually		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
associated with the objects, people, and conditions that occur with the sights and sounds.	and he/she did not understand our language. How could we help her/him to learn?	
Surroundings or environments which provide opportunities to have experiences with objects, people, and so forth, allow children to use their senses to learn about the world.	Record responses on visual. How will the experiences you suggested be similar to the experiences a young child will need in order to learn? **Pre-Teaching:** Collect examples of toys and objects which are safe and appropriate playthings for the infant or young child.	
Play materials can provide experiences with color, texture, and form. Play materials can provide experiences which encourage the child to use muscles, to reach, to hold and to move objects. Play materials can encourage the young child to focus her/his attention on objects for increasingly longer periods of time. Play materials can provide sounds for the child to hear and imitate.	Show play materials and objects which are appropriate. Ask: What could a young child learn from this plaything? Continue a similar line of questioning to identify the several kinds of development or learning which can be encouraged through play materials.	
If the surroundings or play materials are unsafe, the child may hurt or damage parts of her/his body which are needed to sense what is happening. Learning and development may be impaired.	Show several play materials which may be unsafe for the child at its stage of development. Ask: What might occur if the young child were to play with this object? What characteristics would playthings have which would be safe for the young child?	
Playthings which are safe for young children and which provide learning experiences for them have the following qualities: free from sharp edges soft to prevent scratching easily cleaned to prevent contact with germs bright colors moves and/or makes sound easily grasped		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
large enough that the entire item cannot be placed in the mouth, ear, or nose	Show "Protect Your Baby-Safety Cards" for children of this age. Direct students in the identification of objects and conditions in the home environment which may be harmful to children of this age. **Pre-Teaching:** Survey text and pamphlets to locate references which provide information on crying infants. Transition: Crying of infants and children is often a concern of child care workers. In several of the situations we read, crying puzzled the child care worker or made the worker uneasy. Let's find out what we already know about crying. Provide each student with a half sheet of paper. Indicate that the papers will not be collected, but it would be helpful if the students would share some of their answers orally. Please answer these questions: 1) Who is the person you most recently have seen crying? How old is the person? 2) If you know why the person was crying, write down the reason. 3) When was the last time you cried about something? Why did you cry? How old were you? 4) Think of someone you know very well. Have you seen her/him cry? Why was he/she crying? How old is the person?	
People of all ages cry. People cry when they are sensing or feeling something which they cannot express in words. i.e., pain happiness sadness anger Crying is an infant's means of sending messages to the people around her/him. Infants do not have words they can use to send messages. Infants and young children cry as a part of growing up and exercising. Some crying is normal and	Ask students whether they have a name listed for questions 1 and 4. List ages of these persons on chalkboard. Entire class response will be useful. What does this list seem to say about crying? List reasons why people cry. Ask students to compare crying of infants to crying of people of other ages. What effect does crying have on the people who observe the crying? What meaning does crying have?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
healthy. It is one way that the child tells us that he/she senses what is going on around her/him. The crying of a child may mean different things: too warm or too cold diaper needs changing in an uncomfortable position hungry lonely, wants some attention senses people around her/him are unhappy, angry, anxious cutting teeth ill The child care person can try to determine why the baby is crying and correct the situation. The parents can give the child care person information about when and how much the child cries.	Assign readings on crying in young children. Have students summarize or write out main ideas. As a total class, make a list of ideas to remember when children cry.	
	Pre-Teaching: Prepare the second part of Development—Slow, Steady Growth of Capabilities. Transition: The work of the child care person changes as the child grows and develops. On the checklist please put an (X) in the column if the child at the particular age is able to do the task or activity listed. Share student responses. If there is disagreement, have students consult resources to determine whether the ability is usually present at that age. Record on large brown paper chart visible to the entire class. As you look at the chart for children of ages 1-3 years, what do you notice about the tasks the child can do? How are these tasks related to physical development? What muscles is the child able to control? When major characteristics of the stage of development have been identified and illustrated, ask students to list play materials which would encourage the kind of development which is occuring. Students may view catalogues which picture materials	S.M.4
During the second year of life, children become more skillful at activities which require muscle development and coordination. walks and runs climbs stairs, chairs, etc. throws and stacks objects		

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Small muscle control is beginning to develop. unties shoe and unzips zippers, scribbles with large crayons Play materials which allow the child to exercise developing capabilities will enhance and foster development.	and may investigate the materials which might be available in the home as part of house hold equipment which would be satisfactory for a child of this stage of development. Use the "I Can" list to help students think of objects the child can handle and activities which the child can begin to perform for herself/himself. To remind students of their responsibility for the safety of a child of this age, have them make up safety cards of their own (writing and pictures could be used). Compare student-produced cards with those available from the Minnesota Department of Public Health. **Pre-Teaching:** Assign or suggest that students do an observation of a child 15-24 months of age. Focus observation on collection of data regarding language development. OR Arrange for several 1½-2½ year old children to visit class with a parent for the purpose of observing language development. OR Tape record interaction of a 1½-2½ year old child and an adult or student emphasizing helping the child learn words. Transition: Learning to use words to communicate begins early in a child's development. Through looking and listening, we can find out something about how a child learns the meaning of words and how to say them.	
During the second year of life, children begin to use words and may formulate short sentences. The number of words the child of this age understands is larger than the number which can be said. Children who hear people talking and who are talked to have a stimulus for learning to talk. The child care person can encourage the child's efforts to talk by listening to her/him and approving her/his efforts. Naming objects with which the children have contact can also help with the development of language.	Direct students to listen and record the following types of information. Child's age — Words used in 15 minutes (Record actual words) — Sounds used in 15 minutes (make a / mark for each sound made) Share information collected. Ask: What can we say about the language used by the young child? What can the child care person do to encourage language development? How has the child's form of communication changed during the 1-2 year period? How has the child's understanding of words as messages changed?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	Transition: Refer to "I Can" chart.	
Differences in size, appearance, and individual ways of behaving become more apparent as the child grows and develops.	Identify the major types of growth and development which occur during the period from 3-5 years of age.	
During the period of time from 3-5 years of age, the child seeks out and interacts with many more people than he/she did prior to this time.		
Children at this stage and age continue to develop their use of words as a means of communication.		
Children at this age grow in their understanding of the people and things in the world around them.		
During the period from 3-5 years, the child grows in the independence and ability to handle many new situations that involve more than motor activity.		
During the stage from 3-5 years, the child begins to develop thinking processes.	**Pre-Teaching:** Secure a variety of books, some of which are examples of books that contribute to development of young children and some of which do not possess these characteristics.	
	Transition: Looking at books and listening to the reading of books can encourage development of children's capabilities.	
	Some books seem to have qualities that contribute more to the child's development than others. By looking at books marked "EXAMPLE" and " NON-EXAMPLE" we can discover which books would encourage developement.	
Books that contribute to growth and development of a young child enlarge her/his experience, give enjoyment and satisfaction, and make the child feel secure.	Show several books marked "EXAMPLE" or give each group of students two books which are examples. Ask:	
	How are these books similar?	
	How are the pictures alike?	
	What is the story about in each book?	
Characteristics of these books include:	What words are used in the books?	
pictures that are large, colorful, and simple	Record responses.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
pictures that are easily understood and represent the action in the story they illustrate durable and light weight large print with few words stories that are short, happy and positive (rather than those that frighten or are gruesome) stories about familiar things	Give each group a book which is a non-example. How is the non-example different from the example? Does this tell anything else about the examples? Continue to compare books that are examples for similarities and contrast the books which are non-examples for differences. Summarize the qualities which make all of the examples similar to each other and different from the non-examples. Clarify and express the characteristics in clear, meaningful statements. Students may select a book which has not been identified as either an example or a non-example and describe characteristics which would make it an example of a book which would contribute to a young child's development.	
The development of the child is enhanced when he/she responds to or interacts with books as read. To encourage their attention and interaction with the materials, the following guides are suggested: Seat yourself and the child or children in a comfortable position. Consider the children and their comfort and then adjust your own position. Hold the book as you are reading it so that the children may see the pictures. They will be attracted by the pictures and will give greater attention. Read in your regular voice, loudly enough so that all the children can hear. Certain words may be dramatized. Read slowly so that children can follow your reading. Allow children to ask questions or make comments about the story as you are reading. If several children are in the group, they may need to take turns.	Demonstrate ways in which a child care person might read books to a child: rapidly, pictures not visible to the child without expression slowly, with expression, pictures visible Identify the probable reaction of the child to each method of reading. Students may find it helpful to practice reading and to examine other books to identify characteristics appropriate to various age levels. Ideas for making books from magazines, catalogs, drawings, etc. may be discussed and illustrated if books are not found in homes. **Pre-Teaching:** Prepare colored slips of paper 8½" x 3". Select 3-4 different colors. Each student is to receive one slip of each color on which he/she will write concerns or	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
	questions he/she may have about her/his duties as a child care worker. Questions may refer to problems with the children or with employers. Provide an envelope into which each student may put the slips. Transition: Give each student 3-4 colored slips. On each slip of paper which you have, write down a question or concern that you have about working as a child care person. Do not sign the slips and do not show anyone else your ideas. Put the slips into the envelope. When all students have completed writing and placing the slips into the envelopes, pass the envelopes around the group until they can no longer be identified as belonging to a particular student. Have students read the concerns, record and group them on the basis of similarity. From the group of concerns, reserve those having to do with employee-employer relationships until later in the unit. The following sections of the mini unit may be adapted and used to help students understand fostering acceptable behavior and encouraging children to develop independence.	
Children at this stage of development are also learning how things work and what is acceptable behavior in various kinds of situations. The child care person often has to work with the child, as he or she goes about learning what is acceptable behavior.	**Pre-Teaching:** Develop case situations or scripts from the problems or situations identified by the students or adapt support materials.	S.M.5 S.M.6 S.M.7
If the things (objects, attention, freedom) to which a child has the right are given freely, the child can more easily understand the meaning of denial. If the child is given those (objects, attention, freedom) which he has a right to grudgingly, or only after the child has argued the individual into that point of view, then the child may have difficulty understanding the meaning of a refusal or denial. A firm, kind refusal or denial which is maintained and enforced will help the child develop appropriate self-control.	Distribute copies of skits to students and assign students to read the various parts. Direct students who are listening and observing to keep the following questions in mind: What was the child asking for? Was the request reasonable? One the child has a right to expect to be granted? Why? What did the child care person do? What did the child care person consider in making the decision? What did the child learn? How did the child feel?	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Finding out what is the established routine for children from parents is helpful to the child care person in deciding what can be permitted and what is to be refused. i.e., nap procedure snacks or food to be eaten play materials to be used use of telephone distance children may play away from home other children visiting	If the students pose "What if..." situations, ask them to describe the circumstances completely, including: age of child, request, parental policy, if known. Direct students to consider the following questions when choosing a course of action. What is the child asking or doing? Is it a reasonable request? Is it consistent with parent's directions and safety? What courses of action are open to the child care person (all alternatives)? What will be the outcome of each course of action? Am I considering the child first in choosing a particular course of action?	
Spanking, scolding, blaming and shaming children teaches them to use these techniques in interacting with others. These techniques fail to teach the child self control and appropriate ways of interacting with others. Children at this stage and age of development learn through trying out various activities. They can learn how to perform the various activities as well as learn that they are capable people. In trying out activities, children sometimes need a little help, if they are to succeed. The child care person can be ready to help. The request for help should come from the child.	**Pre-Teaching:** Prepare copies of Learning by Trying situations. Divide class into groups or pairs and give each pair a case situation. Four to six different situations can be used to provide an adequate base for discussion. Allow time for students to complete activities indicated in the situations. As a total class, consider the consequences of the course of action chosen by the students. What would the child learn if the course of action was followed? Would the property and possessions of the family and others be safe? Encourage students to summarize the general ideas which can be used in making a decision.	S.M.8
Taking care of children is a work situation. It involves an employer (parent) who has work that needs to be done. The employer is welling to provide some kind of reward to the person who does the work. Money is often the reward for the work done. A work situation also involves	**Pre-Teaching:** Prepare transparencies to illustrate employer-employee interaction. Use the overlays to help students view the interaction from the point of view of the employee and employer. As each aspect of the chart is considered, the teacher and students can contribute ideas which illustrate and clarify the meaning. i.e., work to do - care for Jane, age 4; prepare lunch, take Jane to park kind of person - prompt, polite, dependable	S.M.9

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
The employee (child care worker) who is able and willing to do the work which the employer wants done.	reward - money, chance to go to the park, free lunch	
The employee is willing to do the work for the reward which is offered.	Following a gerneral overview of the interaction, additional attention can be given to selected parts.	
The duties of the child care person are to keep the children safe from harm and provide the care which will help them develop.	**Pre-Teaching:** Prepare written directions for small group work on the following questions. (Divide class into groups. At least two groups should be working on the same problem.)	
The specific responsibilities which the child care worker is expected to meet will vary with the employer, children to be cared for, and the setting in which care will be given.	As a child care worker, what information do I need about the job?	
	As an employer, what information does the child care worker need to have from me to be a successful worker?	
	If I were hiring someone to care for a child I loved, I would want her/him to be...	
	If I were a child being cared for, I would want someone who can...	
	An employer who I enjoy working for is...	
	Allow approximately 10 minutes for the groups to work. Circulate to groups and guide their discussion as necessary.	
	Pool ideas from the several groups.	
	Have students clarify meaning of vague terms by giving examples.	
	Summarize and develop answers to each of the questions.	
	Pre-Teaching: Contact local office of Northwestern Bell Telephone Company to make arrangements for the use of the teletrainer program "The Baby Sitter." The equipment and program are free to the school. In the Twin Cities, the person to contact is Florine LeClair, 612-344-5331.	
The employee (child care worker) can get information about her/his responsibilities from the parent(s).	The teletrainer program teaches basic telephone usage and then gives special attention to answering the phone when working as a child care person.	
When responsibilities and expectations are clear, the child care worker can provide effective and safe care for the children.	Develop situations to be used with the teletrainer which simulate the following conversations:	
	child care person accepting a job child care person refusing a job employer making arrangements to employ a child care person who has previously been employed child care person answering the phone in the home of the employer	
	Direct students in the use of the telephone to carry out conversations.	

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
Problems which arise between child care workers (employees) and the parents (employers) are often due to a different understanding of responsibilities and privileges.	**Pre-Teaching:** Develop case situations based on problem situations which frequently occur. For example: The child care person eats food or uses equipment which is the property of the family without permission. The child care person entertains friends while caring for the children. The child care person holds telephone conversations with friends while caring for the children. The child care person allows the children to go with other adults or children to the park, store, playground, neighbor's home. The child care person takes the children to the home of her/his friends without permission. The parent expects the child care person to do dishes and/or housework. The parent does not tell the child care person where he/she has gone or when he/she will return home. Examine the various situations with the following ideas in mind: ability to carry out responsibilities under the circumstances described consequences to the child feelings of the employer responsibility to the employer Students may be able to grasp the idea of work responsibilities more readily through an anlogy: If you were employed as a sales clerk, would it be acceptable to... If you were in charge of a herd of dairy cattle, would it be acceptable to... If you were a patient, would you want the nurse to... If you worked as a bus or truck driver, would it be acceptable to...	
Working as a child care person for families in your community may be the first step toward a career in the care and guidance	**Pre-Teaching:** On the chalkboard or a large sheet of paper draw a triangle which resembles the Career Ladder in the support material.	S.M.10

CONCEPTUAL CONTENT	PUPIL-TEACHER INTERACTION	SUPPORT MATERIAL
of children. The individual jobs or occupations which are related to child care and guidance differ in regard to several general characteristics. kind and amount of formal schooling needed to qualify for the occupation kind and amount of responsibility the worker assumes specific tasks the worker performs ages and number of persons with whom the worker has contact availability of jobs (number and location) salary or wages offered for work performed other satisfactions which the particular worker might consider desirable	Transition: Your experience as a child care worker may be only a first step in deciding what kind of job you might be interested in later in life. Brainstorm the names of all of the jobs you know about in which people work with children. Enter the occupations that the students suggest at the appropriate level on the chart. Identify the level of eduation required and other general characteristics of the occupation. If students are unfamiliar with occupations at the various levels, select one or two and describe the general characteristics or invite someone who is employed in an occupation at that level to be interviewed by the class. Share information with the class.	

S. M. 1 CHILD CARE SITUATIONS

A Michele still sleeps in a crib. She has had her bath and is ready for bed. The sitter puts her into the crib with the teddy bear with which Michele always sleeps. The sitter turns off the overhead light and remembers to plug in the night light. Before leaving the room the sitter stands by the door for a moment and glances around the room. Michele is lying quietly in the crib. The sitter realizes that the crib side is down and quickly moves to put it up to make sure that Michele will not fall out.

A Carolyn, who was taking care of Bobby while his parents were shopping, was seated at the table while Bobby ate his lunch of a hot dog, green beans, apple sauce and milk. She was thinking, I'll fix myself a peanut butter sandwich in a minute or two. I hope Bobby doesn't take too long to eat. I'm getting hungry too. While chewing the last bite of hot dog Bobby began choking. Carolyn was frightened but she remembered studying about choking in first aid. She picked Bobby up, held him upside down and slapped him on the back of his chest. The food dislodged and Bobby regained his normal breathing.

B Terrie is 1½ years old. Jackie is filling the bathtub with warm water for Terrie's bath before bedtime. The tub has about 6 inches of water in it. Jackie places Terrie in the tub and puts several favorite toys in the tub. Just then the telephone rings and Jackie runs downstairs to answer it. Terrie reaches for the shiny faucets and turns on the hot water. Terrie then returns to playing with the floating toys. The duck floats toward the faucet and Terrie reaches for it. Her/his arm passes through the stream of hot water and a scream follows. Jackie runs up the stairs, but Terrie has already burned her/his arm.

A Mary is seven and Jerry is 2½ years old. They are both outside in the fenced yard. Paul the sitter looks out the window and sees Mary swinging the softball bat as Jerry tries to pitch the ball. Quickly Paul decides that this activity isn't safe for Jerry. He goes outside and takes Jerry to the sandbox which is nearby. He shows Jerry how to use the shovel and pail to play in the sand. Paul returns to Mary who is still swinging and says, "Let's practice throwing and catching, that will be safe for Jerry to watch. I'm sure you are able to do that well. Later we can try batting the ball."

B Jason, age 5, is being cared for by Micki this evening. Micki and Jason are watching T.V. Jason says, "Micki, get me some animal crackers from the cupboard." Micki replies, "In just a second. I know they are in the top shelf where your mom usually keeps them. I want to see what happens next." Jason disappears. Out in the kitchen Jason finds a stool and climbs onto the counter top. He stands up to open the door to the shelf where the animal crackers are kept. As he opens the door he loses his grip and falls backward onto the floor striking the stool as he falls. Micki hears the crash and comes running.

S. M. 1 (cont.)

B Patty, who is 3½ years old, was taken outside to play in the sandbox. The swing was nearby and so there were many things with which Patty could play. The sitter provided a shovel, pail and some trucks and then went inside to make a quick phone call to a friend. The conversation lasted about 5 minutes and then the sitter went outside to see how Patty was getting along. Patty was nowhere in sight. The toys were under the swing. The gate to the yard fence was open.

A The Smiths did not have a chance to feed the baby it's bottle before leaving. When Sam arrived they asked him to feed the baby. The bottle was in the warmer. Sam arranged a chair so that he could rock the baby while feeding it and got a bib and cloth to put over his shoulder for burping time. Then he went to the kitchen and took the bottle from the warmer. It must be ready. Sam and the baby were seated comfortably in the chair ready for the feeding. As Sam picked up the bottle, he thought, I'd better test the temperature to be sure it isn't too hot. He shook a few drops of milk on the inside of his forearm. It was uncomfortably warm. Looking down at the baby who was beginning to wiggle and cry, he said, "Sorry, you will just have to wait a few minutes. This milk would burn your mouth."

A Peter, who is 2 years old has always been a very cheerful, good-natured child to care for, except for today. Joan who usually enjoys caring for Peter has had a hard time keeping Peter from crying. He also seems to lack pep and isn't interested in his usual playthings. This afternoon Joan has noticed that he rubs his left ear when he cries. Peter's unusual behavior has puzzled Joan. If his parents weren't at a wedding Joan thinks she would call them. Joan remembers that there is a book about children in the bookcase and goes to get it. After looking through the book under the titles of ears, crying and illness, she thinks Peter may have something wrong with his ear. The book suggests taking the child's temperature and giving aspirin if needed. Joan has never done this before and decides she will not try. She will call his parents at the number they left.

B Sara has taken care of the Clark's 2 children for over a year. She enjoys 6 year old Angela and 4 year old Paul. Today she will have her first chance to take care of the new baby, 8 week old Julie. She has fed and held Julie several times so that will be easy. Sara has never changed the baby's diapers or other clothing. She is a little doubtful about what to do. Mr. Clark said they wouldn't be gone long when he called to ask if she could stay with the baby so maybe she won't need to change Julie. Just before they leave Mrs. Clark asks, "Any questions?" Sara says, "No, see you later." When the Clarks return 4 hours later they find the baby crying and Sara looking worried. Mr. Clark asks, "What seems to be the trouble?" Sara says, "I don't know. Julie just won't stop crying." Mrs. Clark takes Julie and says, "Oh, she seems to be wet. She needs to be changed."

S. M. 2 CHILD CARE EXPERIENCES

DIRECTIONS: Indicate the kind of experiences you have had with children of different ages by placing a check (X) in the spaces under the age columns. Indicate the number of times you have had that experience by placing an X in the appropriate space under number of times column.

CHILD CARE EXPERIENCE	AGE OF CHILD				NUMBER OF TIMES			
	1-12 mo.	1-3 yr.	3-5 yr.	6-8 yr.	Never	1-6	7-15	More than 16
Prepared food for child								
Supervised eating or fed child								
Changed diapers								
Dressed or helped child with dressing or undressing								
Read to child								
Played games with child								
Watched child play with other children								
Helped child play with other children								
Helped child get ready for nap or bedtime								

For what other people or things do you regularly provide care?

What kinds of care do you provide?

S. M. 3 DEVELOPMENT, SLOW, STEADY GROWTH OF CAPABILITIES

DIRECTIONS: Place a check (X) in the box(es) opposite each activity which children of the given age can do. If you are uncertain that children of that age can do the task, place a (?) in the box(es).

"I Can"	Infant	6 Months	1 Year	Responsibilities of people who care for children
Prepare nutritious food for self				
Feed self				
Clean my hands and face				
Bathe self				
Dress self for in-door activity				
Undress self				
Judge when sleep is needed				
Prepare self for sleeping or resting				
Show interest in playthings				
Handle playthings				
Move around freely				
Cross street safely				
Send a message by crying or other sounds				
Send a message with words				
Give attention to sounds				
Interested in people				

S. M. 4 DEVELOPMENT, SLOW, STEADY GROWTH OF CAPABILITIES

DIRECTIONS: Place a check (X) in the box(es) opposite each activity which children of a given age can do. If you are uncertain that children of that age can do the task place a (?) in the box(es).

"I Can"	2 Years	3 - 4 Years	5 - 6 Years	Responsibilities of people who care for children
Prepare nutritious food for self				
Feed self				
Clean my hands and face				
Bathe self				
Dress self for in-door activity				
Undress self				
Judge when sleep is needed				
Prepare self for sleeping or resting				
Show interest in playthings				
Handle playthings				
Move around freely				
Cross street safely				
Send a message by crying or other sounds				
Send a message with words				
Give attention to sounds				
Interested in people				

S. M. 5 OBSERVATION OF A CHILD CARE SITUATION

Child: Michele age 2
Child Care Person: Andy age 13

5:30 Michele is in the kitchen, seated on the floor, near the sink. She has a rubber hammer in her hand and is striking the floor. As the hammer hits the floor, a squeaking noise is made. Michele strikes the floor again, and again, and the noise sounds each time.

5:33 Andy is preparing supper for Michele and himself. He walks from the kitchen to the dining room. Michele follows Andy with her eyes. She is still holding the hammer but not striking the floor.

5:35 Michele stands up and walks over to several toys that are on the floor near the telephone. She begins placing tin cans of varying sizes inside each other. Several attempts are made before the correct size is found.

5:40 Michele walks into the dining room. Andy is in the kitchen. She stretches to see the top of the table and then begins to climb up on a chair which is near the table. After several attempts, she manages to get up and then looks around the table. She reaches for the butter plate, which is in the center of the table. She cannot reach it. Michele picks up a spoon which is near and looks at it and then puts it down.

5:50 Michele gets down from the chair, walks around the table, looks at Andy as he comes into the room and leaves again. She climbs up on another chair. She reaches for the butter plate and takes hold of it. Michele spreads the butter on the table top and squeezes it through her hands and smiles. She smears it around making lines and curves with both hands.

5:51 Andy comes into the dining room.

S. M. 6 A CHILD CARE SITUATION

Scene 1 - The Living Room of the Baker Family

Players: Sally - 12 year old child care person
Joe - 2½ year old boy
Mr. Terry Baker (Joe's father)
Mrs. Alice Baker (Joe's mother)

Mr. Baker: I'm taking Alice to the airport to take the plane to Chicago. It leaves at 3 o'clock, and then I have to stop and pick up some milk and the dry cleaning. I hope to be home by 4:30.

Sally: Yes, Mrs. Baker said it would be around 5 o'clock, when she called to see if I could stay with Joe.

Mrs. Baker: (coming downstairs) I'm ready. I think we better leave. Goodbye Joe. (She reaches down and hugs him and then walks to the door.

Mr. Baker: (Reaches down, pats Joe on the head and says) Goodbye Joe, see you later. Have a good nap.

Joe: (Waving and looking out the window) Bye, bye. I want to go, too.
(Mr. and Mrs. Baker leave and Joe looks unhappy.)

STOP: Identify child care person's responsibilities and alternative approaches.

Sally: Let's read a book before you take your nap.

(Sally and Joe sit down on the sofa. Sally has selected one of Joe's favorite books. Sally reads and Joe looks at the pictures and points to them and repeats some words.)

Sally: (closing the book) That was a good story. Joe, put the book on the shelf.

Sally: Thank you for putting the book away, Joe. Let's get ready for your nap.

Joe: No! Read more. (Reaching for another book.)

STOP: Identify child care person's responsibilities and alternative approaches.

Scene 2

Sally: After you take your nap, I will read another book to you. (Sally takes Joe by the hand and together they go into the bedroom.)

In the Bedroom

Sally: Joe, climb into your crib.

S. M. 6 (cont.)

Joe: (Sits down on the floor.) No!

STOP: Explore alternatives.

Sally: Joe, this is the way to get into bed. (Sally picks him up and puts him into the crib.) I see your teddy bear is all ready for a nap, too. (Sally hands him the teddy bear and puts the side of the crib in place.)

(Joe begins to whimper and jump up and down in the crib.)

STOP: Explore alternatives.

Sally: Joe, lie down. (She puts him on his stomach in the crib and leaves the room.)

(Joe stands up immediately and looks toward the door. He begins jumping but soon sits down with the teddy bear and begins to talk to it.

When Sally returns, 5 minutes later, to check on Joe, he is quietly playing in his crib. The next time Sally looks in on him, about 10 minutes later, he is asleep.)

S. M. 7 A CHILD CARE SITUATION

Scene 1 - The Dining Room of the Clark Family

Players: Mark - 13 year old child care person
Jamie - 3½ year old boy
Sarah - 5 year old girl

Sarah: Can we play with my paint set?

Mark: Yes, we have used it before. Will you get it from the shelf, and I'll cover the table with newspapers.

Sarah: (walks across the room carrying the paint set and begins taking it out out of the carton) Will you get me some water?

Mark: Sure. I'll just finish spreading out this paper, so we won't get paint on the table, and then I'll get the water to use with the paints.

(Sarah unpacks the paints and brushes.)

Mark: (returns with dish of water) Here is the water. Do you need anything else?

Sarah: Oh! The paper, it's in the cupboard. I'm not supposed to crawl up and get it.

Mark: Well, you show me where, and I'll get it.

(Mark and Sarah leave together to get the paper.)

Scene 2 - Same place, some time later

Mark: It looks as if you are all ready to begin.

Sarah: I like to paint.

Mark : Do you remember how we paint and stay on the paper?

Sarah: I'll try. Watch me.

(Mark sits down in a chair near the table and watches Sarah. After several minutes, he walks over to look at Sarah's work.) You are doing a fine job. Can you tell me about your picture?

Sarah begins to talk about the turtle and the sun. Mark listens and nods his head.)

Scene 3

(Mark comes into the dining room, followed by Jamie who has just awakened from a nap.)

Jamie: Me paint. (He grabs a brush and begins painting on the newspaper covering the table. Some of the paint gets on Sarah's page.)

Sarah: Jamie, don't! Get away!

STOP: Explore responsibilities and approaches.

Mark: Jamie, let's paint over on this paper. (Mark guides Jamie around the table to another spot and sits down close by to watch the painting.)

Jamie: (Dipping the brush into the red paint.) Pretty.

Mark: Yes, pretty red paint.

Jamie: Red, red. (Jamie lays the brush down and begins to paint with his fingers. He smears some on the newspaper.)

Mark: Jamie, use the paint brush. Don't use your fingers. Let's go wipe the paint off. (Mark takes Jamie to the bathroom. They return with clean hands.)

(Jamie begins painting. Mark walks around to look at Sarah's painting. The children continue to paint and Mark stays close to Jamie.)

S. M. 8 LEARNING BY TRYING

Sarah is just a year old. For her birthday she got a pull toy which makes a musical sound. Sarah enjoys pulling the toy wherever she goes. On one of her trips around the room, the pull toy gets caught on the leg of a chair. Sarah works to get it loose but is unsuccessful. She has just about given up.

What could a child care person do? List all of the things possible. Which would you choose to do? Why?

Mike is 11½ months old. He has been walking for several months. Today he is trying to go upstairs for the first time.

What could a child care person do? List all of the things possible. Which would you choose to do? Why?

Tommy is 10 months old. Today he is sitting in the living room on the floor with a red rubber ball in one hand, pounding on the floor. The ball rolls away from him, out of his reach. Tommy looks at it and then begins to crawl toward it. He reaches out, but his grasp is not firm, and the ball rolls away. It becomes stuck under the edge of the sofa. Tommy crawls over to the ball and tugs on it, but he does not get it loose.

If you were the child care person watching Tommy, what could you do? List all of the things that would be possible. Which would you choose to do? Why?

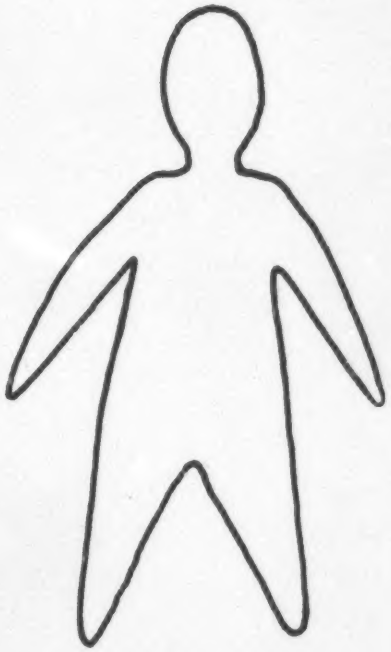
S. M. 9 EMPLOYER - EMPLOYEE INTERACTION

A Job As A Child Care Worker

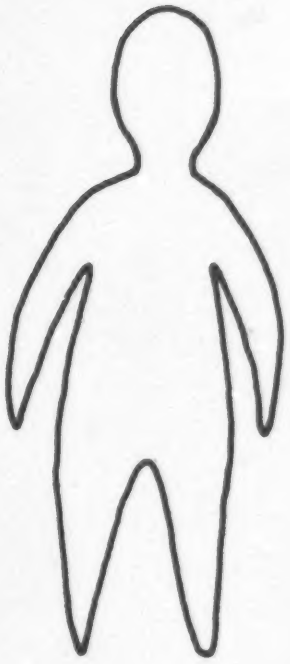
Employee	Employer
Work I Can Do	Work to Be Done
Kind of Person I Am	Kind of Person Wanted
Satisfactions or Rewards Wanted	Reward Offered

S. M. 9 (cont.)

Use as ½ page overlay. The figures may be colored with transparency coloring pens or made of colored transparency film.

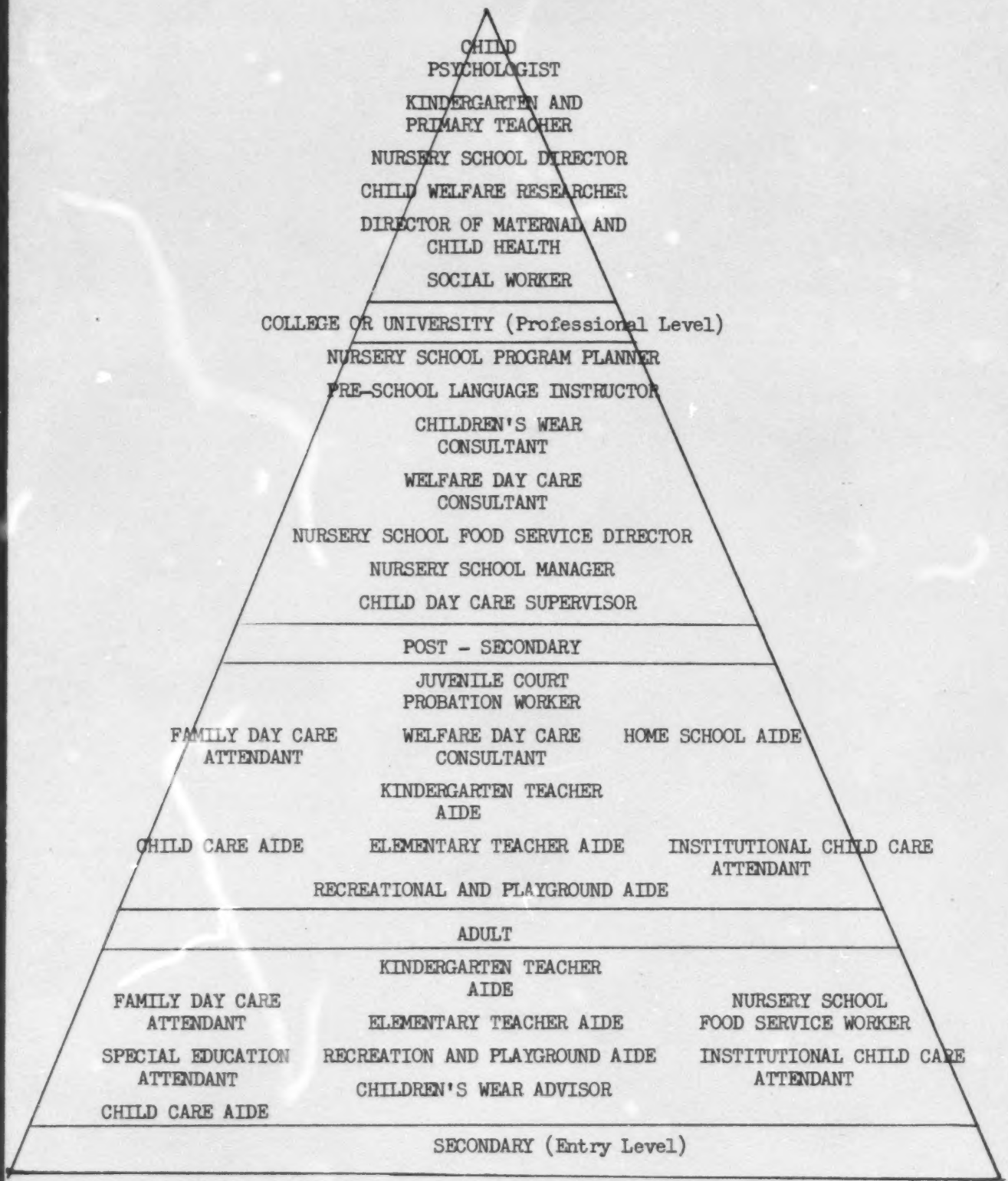


Employee



Employer

S. M. 10 CARE AND GUIDANCE OF CHILDREN



Name_____

S. M. 11 CARING FOR CHILDREN

DIRECTIONS: In the puzzle below - find and circle all the words you can find (30), that you think are related to caring for children.

A B C D E F H T U V X Y Z W D P U T I Q Y F Y
C T Z Y T Y F M U E F A N O Y S A E U R R I X
E V D T O Z E T L S I T I S D A V I A E O X Z
G Y A E A Z D R O U T I N E P T E R S R K Y U
I Z Y Z V Y C C I T V E E H M H O N S S E Z C
K Q C O B E B H E L P F U L O P R T R U T B A
M R A M C X L T N S E R G A M O L H N I M A B
O Z R V D S T O R I E S H E P M W O T O T D E
Q Y E R E W A W P U T N T N P E I E Y N W C D
S A Q W F V U A S M I L E S E T L C M E F E F
U B R X G U S W V B E O M S C W I O X P R I H
W O T Q H T U E E U T N O E R E F U W M S O G
Y T V U I O N T I M E O T E A R S T U O M F I
A V S H J S D B R R N O R A M K I N D N E S S
F S O A K R E R G B R W N G U L E R F E C G L
O P G I F Q R E S P O N S I B I L I T Y U I K
N O M P L E S N R A N W I A A L C Y A A T H M
K N O G M P T I O N O E N M B T A L D Y V K P
D M N U N O A Y V C N L G H Y N P O U B A M O
T R A I N I N G E R Y O P E S R T E N E R G Y
V I O D O N D F E O E L N A I A D R F I I L L
O A W A P M I C H W S A O M T D X G A M E S Q
R O X N Q L N F E N M O L D T I O P O L D N T
Q T Y C R O G O I E A Y A T E X E L T L H P S
H Z A E C F N T H T M K O U R H G N E S O O R
W V B J S K I T G V Y P N S P E H A C O U R V
X Q D L T J A A P R O B L E M S O L V E R Q U
O R E M U B N S H O B T T O H L U I A R S T W
M H I V V I N T T A E M E D Y P S N M B E S Y
C L J F W H E P S S H O R T T E R M S E O V X
B R K S X G S A W D L R Q A I S E S T B R U Z

The Thirty Words Are:

money
babysitter
concern
patience
play
problem solver
employer
employee
on time
day care
feed
bathe
temporary
short term
varied hours
training
helpful
responsibility
protection
energy
understanding
tears
safety
development
stories
games
kindness
routine
guidance
smiles

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